

APÊNDICE

A ANÁLISE DO ERRO E
A REALIDADE SOCIAL

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FUNDAÇÃO DE ENSINO E CULTURA FERNANDO PESSOA

A atribuição dos níveis

A atribuição dos níveis - que vão do número dois, (nível negativo), até ao nível cinco, (nível positivo bastante elevado), passando pelo três que é a positiva e o quatro que corresponde a uma positiva bastante razoável, é feita com base em parâmetros que existem para as diferentes disciplinas curriculares.

Assim, no caso da LM e da LE esses parâmetros englobam: o conhecimento e compreensão e a aplicação. Iremos exemplificar para cada uma das categorias acima mencionadas o parâmetro que corresponde a cada um dos níveis.

Relativamente aos conhecimentos teremos:

- Nível 2 - o aluno não sabe a maior parte dos assuntos ensinados ou;
- o aluno adquiriu poucos conhecimentos de gramática, não sabendo aplicá-la;
- Nível 3- - o aluno sabe alguns dos assuntos ensinados, mas nem sempre os aplica;
- + - o aluno sabe e aplica os assuntos gramaticais ensinados sem dificuldade;
- Nível 4 - o aluno sabe e aplica bem os assuntos gramaticais ensinados;
- Nível 5 - o aluno sabe e aplica muito bem / sem qualquer dificuldade / com muita facilidade / os assuntos ensinados;

Para a compreensão os parâmetros são os seguintes:

- Nível 2 - o aluno não compreende / tem muita/tem bastante dificuldade em compreender o que ouve e o que lê;
- Nível 3- - o aluno nem sempre compreende o que ouve e lê/o aluno compreende com alguma dificuldade o que ouve e lê;
- Nível 3+ - o aluno compreende o que ouve e lê;
- Nível 4 - o aluno compreende bem o que ouve e lê;
- Nível 5 - o aluno compreende muito bem, sem qualquer dificuldade de o que ouve e o lê;

Finalmente, quanto à aplicação, há a considerar, a análise e o poder de síntese do aluno e a sua expressão oral e escrita:

- Nível 2 - o aluno lê com dificuldade e escreve com bastantes erros ortográficos e ou de pontuação. Revela dificuldades na construção de frases;
- Nível 3 - o aluno lê com alguma dificuldade. Escreve com clareza mas com alguns erros ortográficos e ou de pontuação;
- Nível 4 - o aluno lê com correcção e entoação. Escreve com clareza e sem erros ortográficos. Dá opiniões equilibradas sobre o que ouve e lê;
- Nível 5 - o aluno lê sem falhas. Escreve com muita clareza e correcção. Revela espírito de análise e de síntese nos seus enunciados. Dá opiniões sobre o que ouve e lê;

Dentro destes parâmetros o professor adopta, de acordo com as características do aluno, o conteúdo de que mais se relaciona com ele, podendo acrescentar outros assuntos que não figuram nos parâmetros, mas que tem um especial interesse em serem invocados.

LM e LE

SUGESTÕES PARA O PREENCHIMENTO DOS PARÂMETROS

Conhecimento
Compreensão
Aplicação

COMPREENSÃO

- Compreende (s/ dificuldade; c/ dificuldade ou não compreende) o que ouve.
- Compreende (s/ dificuldade; c/ dificuldade ou não compreende) o que lê.
- Compreende (s/ dificuldade; c/ dificuldade ou não compreende) os assuntos ensinados.
- Sabe (ou não) os assuntos ensinados.
- Compreendeu, mas não sabe os assuntos ensinados.
- Conhece os assuntos ensinados e sabe utilizá-los (c/ ou s/ dificuldade).
- Conhece os assuntos ensinados, mas não sabe aplicá-los.
- Tem ou não, dificuldades em aspectos gramaticais.
- Interpreta (c/ ou s/ dificuldade) as questões que lhe são postas.

EXPRESSÃO ORAL E ESCRITA

- É capaz ou não de contar o que leu ou ouviu.
- Sabe ou não resumir o que lê (ou ouve).
- É capaz (ou não) de inventar uma história.

- Fala com (ou sem) clareza e utiliza frases correctas.
- Escreve (fala) com frases incompletas, mal elaboradas.
- Escreve com clareza e sem erros ortográficos e de pontuação.
- Escreve com muitos erros.
- Escreve com erros as palavras menos vulgares.
- Conhece e usa correctamente palavras pouco habituais.
- Lê (ou não) com correcção.
- Lê, mas não faz a ligação entre as palavras.
- Lê com voz clara mas não respeita os sinais de pontuação.
- Tem (ou não) grandes dificuldades de pronúncia.

Análise

Síntese

Avaliação

- Dá opiniões equilibradas sobre o que ouve e lê.

ENGLISH TEST

(integral)

Name _____ nº _____ class

He is Bob. He is thirteen.

He has one brother and one sister.

He _____ (get) up at seven o'clock every day.

He _____ (go) to the bathroom to wash himself every morning.

I'm Joan, his mother. I _____ (prepare) his breakfast at 8 o'clock.

He _____ (arrive) at school at 9 o'clock usually.

Every morning his sister _____ (play) with him funny games at school.

Every day when Bob _____ (come) home he _____ (eat) his lunch.

Usually, at 2 o'clock he _____ (return) to school.

ENGLISH TEST
(segmentado)

Name: _____ nº _____ class

- 1) I _____ (get) up at 7 o'clock every day.
I _____ (go) to the bathroom every morning.
I _____ (have) breakfast at 8 o'clock, usually.
He _____ (get) up at 7 o'clock every day.
He _____ (go) to the bathroom every morning.
He _____ (have) breakfast at 8 o'clock, usually.
- 2) Every morning he _____ (arrive) at school at 9 o'clock.
Every day when he _____ (come) home he _____ (eat) his lunch.
Usually at 2 o'clock he _____ (return) to school.
Every morning I _____ (arrive) at school at 9 o'clock.
Every day when I _____ (come) home I _____ (eat) my lunch.
Usually at 2 o'clock I _____ (return) to school.
- 3) I _____ (get) up at 7 o'clock.
Usually he _____ (have) breakfast at 8 o'clock.
Every morning I _____ (arrive) at school at 9 o'clock.
Every day he _____ (eat) his lunch at 13 o'clock.
I _____ (come) home at 14 o'clock, usually.
He _____ (take) the bus to go to school every morning.

ENGLISH TEST
(segmentado)

Name: _____ nº _____ class _____

- 1) I _____ (get) up at 7 o'clock day.
I _____ (go) to the bathroom every morning.
I _____ (have) breakfast at 8 o'clock, usually.
He _____ (get) up at 7 o'clock every day.
He _____ (go) to the bathroom every morning.
He _____ (have) breakfast at 8 o'clock, usually.

ENGLISH TEST

(segmentado)

Name: _____ nº _____ class _____

- 2) Every morning he _____ (arrive) at school at 9 o' clock.
Every day when he _____ (come) home he _____ (eat) his lunch.
Usually at 2 o'clock he _____ (return) to school.
Every morning I _____ (arrive) at school at 9 o'clock.
Every day when I _____ (come) home I _____ (eat) my lunch.
Usually at 2 o'clock I _____ (return) to school.

ENGLISH TEST

(segmentado)

Name: _____ nº _____ class _____

3) I _____ (get) up at 7 o'clock every day.

Usually he _____ (have) breakfast at 8 o'clock.

Every morning I _____ (arrive) at school at 9 o'clock.

Every day he _____ (eat) his lunch at 13 o'clock.

I _____ (come) home at 14 o'clock, usually.

He _____ (take) the bus to go to school every morning.

NOME: _____

TURMA: _____ ANO: _____ Nº _____

- Qual é a escolaridade dos teus pais?

Pai: _____

Mãe: _____

- Qual é a profissão dos teus pais?

Pai: _____

Mãe: _____

NOME: _____

TURMA: _____ ANO: _____ Nº _____

- Caracterização do aluno à disciplina de Inglês.

VII

O ENSINO DA GRAMÁTICA

O ensino da gramática que não fica apenas circunscrito à forma, mas é feito em função dos valores psicolinguísticos, pode tornar-se um magnífico instrumento de cultura linguística e base do ensino do idioma.

1. Objectivos

Esquemáticamente e conforme as indicações do programa, poderão enunciar-se dois objectivos para o ensino da gramática no C. P. E. S., objectivos que, aliás, só com artificialismo se podem separar:

- progresso na comunicação pela expressão oral e escrita;
- iniciação no hábito da reflexão sobre as estruturas da língua, dando oportunidade ao desenvolvimento das capacidades de observação e raciocínio.

2. Algumas considerações

Vários caminhos poderão levar a esses objectivos. Professor e turma condicionarão a escolha. Apenas a título de sugestão se recorda que são de evitar:

- «certo ensino gramatical com classificações puramente formalistas e com exaustivas e estéreis análises»;

in, "Programa do Ciclo Preparatório e Ensino Secundário", Lisboa, Ministério da Educação, 1971, pág 79.

VIII

EXERCÍCIOS ESTRUTURAIS.

1. Os exercícios estruturais são, segundo Réquédar, «uma técnica de fixação do que se costuma chamar regras de gramática».

Em Língua Portuguesa decidiu-se recorrer a eles como uma variante para fixação de certas rubricas gramaticais e para correcção de erros sintácticos cometidos pelos alunos, tanto oralmente, como por escrito.

2. Processo de realização

Para realizar exercícios deste tipo, a *frase modelo* (que contém a estrutura a fixar) deverá ser apresentada em primeiro lugar, seguindo-se-lhes as *frases* ou *palavras-estímulo* que deverão ser completadas ou transformadas sempre de acordo com o modelo.

Devem ser feitas oralmente e com frequência pois só assim poderão conduzir à mecanização que se pretende.

Poderão também ser aplicados como teste de verificação tomando-se, para isso, necessário que sejam policopiados e realizados por escrito; neste caso servirão para ver se o que foi mecanizado oralmente ficou apreendido.

3. Alguns exercícios estruturais

- 3.1. Para emprego e fixação de algumas rubricas morfológicas.

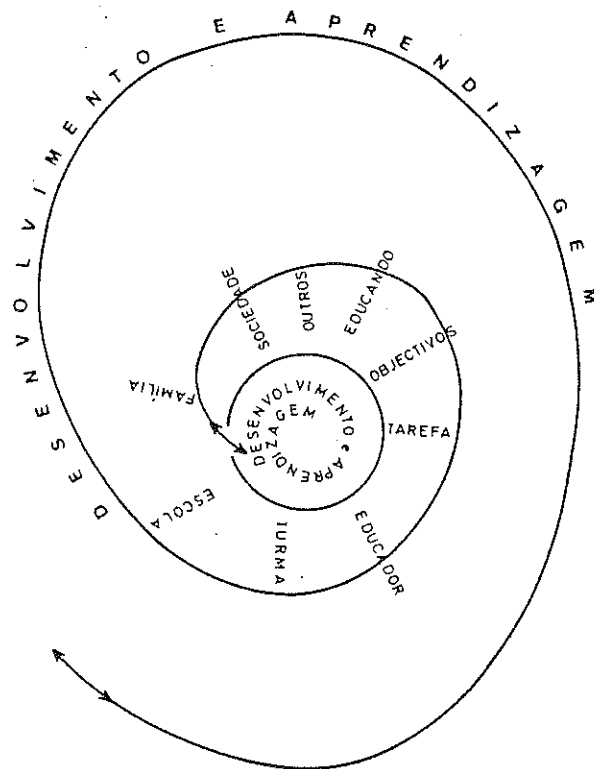
- 3.1.1. Pronomes.

in, "Programa do Ciclo Preparatório e Ensino Secundário", Lisboa, Ministério da Educação, 1971, pág. 87.

TEORIAS DA APRENDIZAGEM	BASES PSICOLÓGICAS	PRINCIPAIS REPRESENTANTES	PRINCÍPIOS PSICOPEDAGÓGICOS	TÉCNICAS DE ENSINO
Behavioristas	E — R (Estímulo-Resposta) Condicionamento por reforço	Watson Thorndike Guthrie Hull Skinner	Apresentação de estímulos Condicionamento Reforço das reações desejadas Conhecimento dos resultados Apresentação da matéria em sequências curtas Exercitação	Exercícios de repetição(-drills-) Ensino individualizado de tipo programado Demonstrações para imitação Memorização etc.
Cognitivas	Conhecimento intuitivo (-insight-) Estrutura de campo	Wertheimer Köhler Koffka Lewin Piaget Bruner Ausubel	Motivação Desenvolvimento de expectativas Condições de conhecimento intuitivo (-insight-) Compreensão Relação do «novo» com o «adquirido». Sistematização Transferência para situações novas, idênticas	Ensino pela descoberta Ensino por descoberta guiada -Organizadores avançados- Apresentação de objectivos Introduções Sumários Questionários orientadores Questionários de revisão Esquemas Debates, discussões, estudo de casos, etc.
Humanistas	-Pessoaitude-	Maslow Buhler C. Rogers A. Combs	Aprendizagem centrada no aluno Auto-aprendizagem e auto-avaliação Aprendizagem dos sentimentos, dos conceitos, das habilidades Ajudar a «tomar-se pessoa» Atmosfera emocional positiva, empática	Ensino individualizado Discussões Debates Painéis Simulações Jogos de papéis Resolução de problemas, etc.

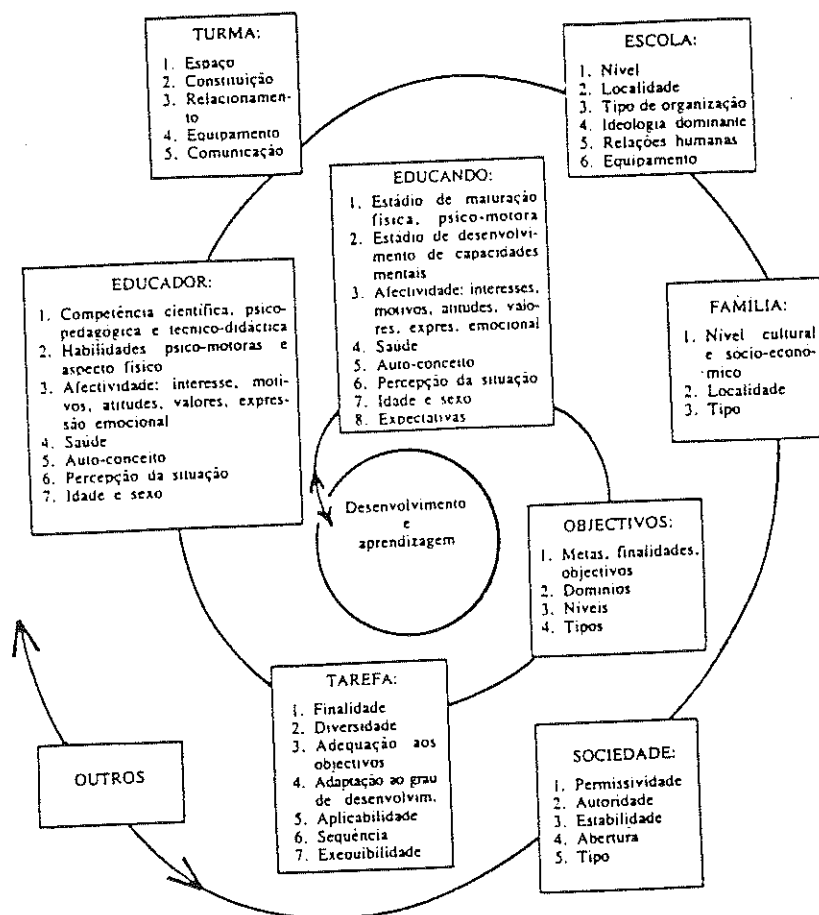
Quadro-síntese das principais teorias da aprendizagem

in, Tavares e Alarcão "Psicologia do Desenvolvimento e da Aprendizagem", Coimbra, Almedina, 1985, pág. 93.



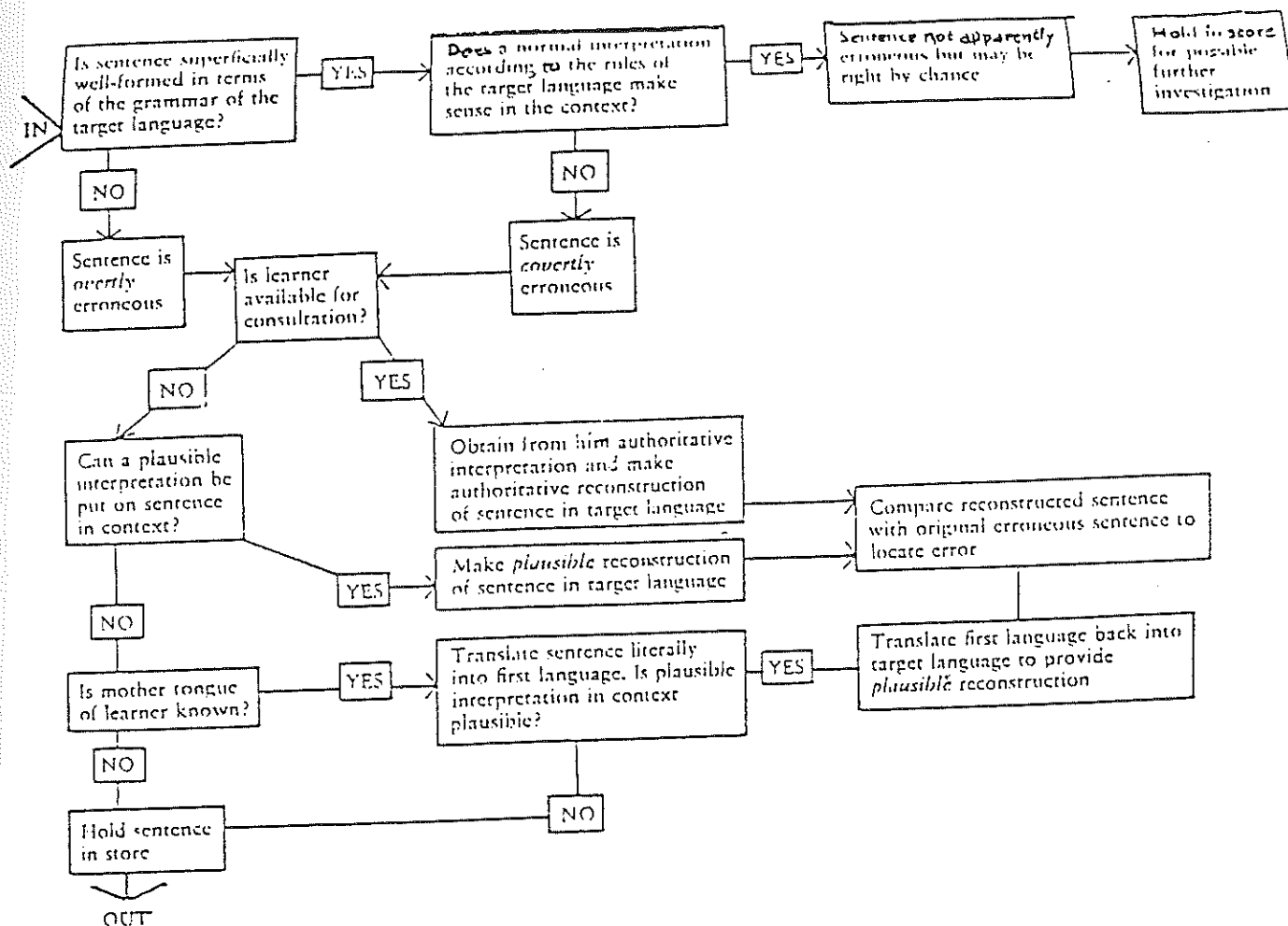
Dinâmica da interacção no processo educativo

in, Tavares e Alarcão "Psicologia do Desenvolvimento e da Aprendizagem",
Coimbra, Almedina, 1985, pág. 133.

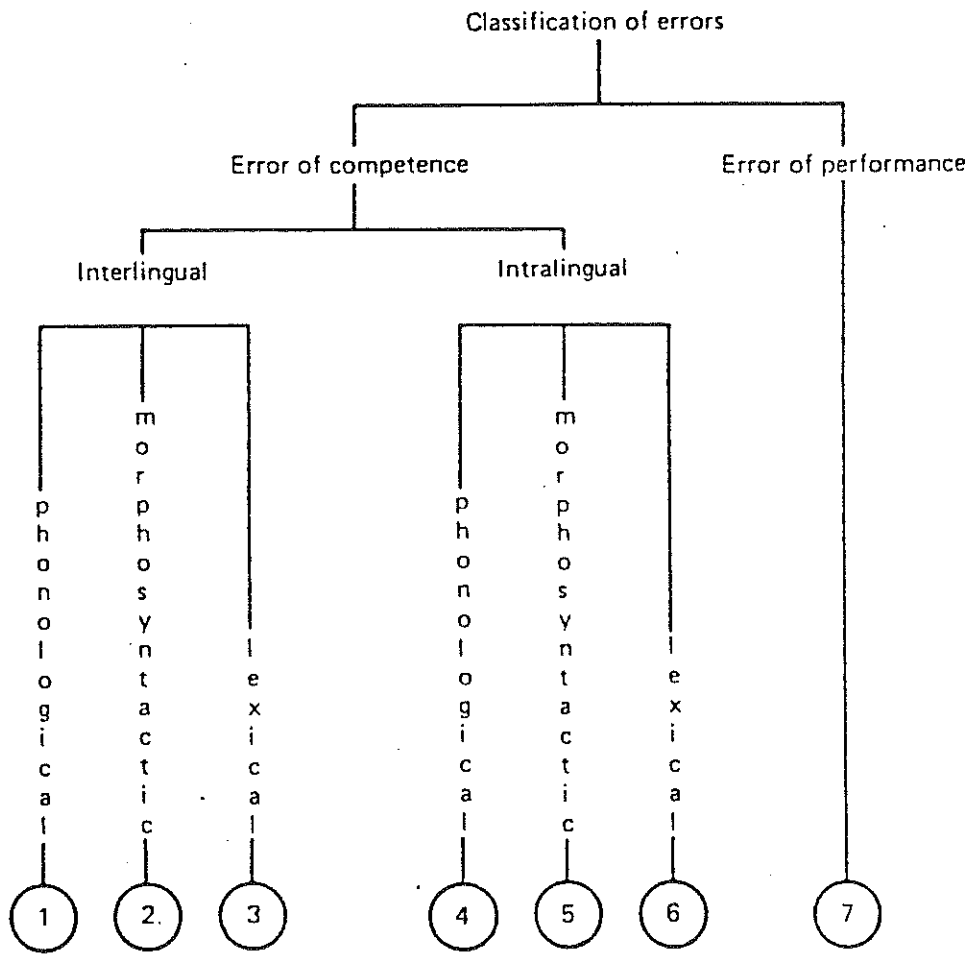


Principais factores da dinâmica do processo educativo

in, Tavares e Alarcão "Psicologia do Desenvolvimento e da Aprendizagem",
Coimbra, Almedina, 1985, pág. 136.

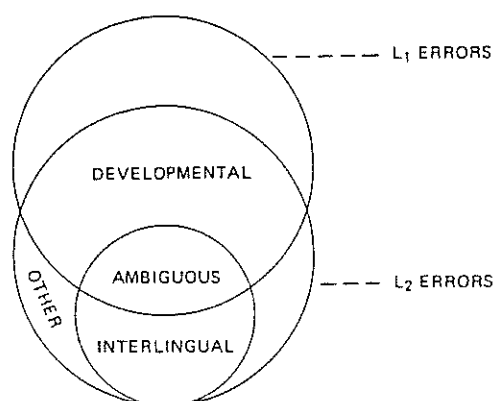


in, Pit Corder, "Error Analysis", in, Allen, J.B.P. and Corder P. (eds.), The Edinburgh Course in Applied Linguistics, Oxford, Oxford University Press, 1974, vol. 3, Chap. 5, pág. 129.



in, Van El et al "Applied Linguistics and the Learning and Teaching of Foreign Languages", USA, Edward Arnold Ltd Publ., 1984, pág. 53.

FIGURE 7-A Illustration of the Relationship and Relative Proportions of the Four Error Types in a Comparative Taxonomy



NOTE: The relative sizes of the circles and portions thereof represent an approximation of the relative proportions of the four error categories in a comparative taxonomy, although the precise proportions do vary depending on communication conditions and other factors. (See section on Research Findings, pp. 173-89 for discussion of the pertinent research.)

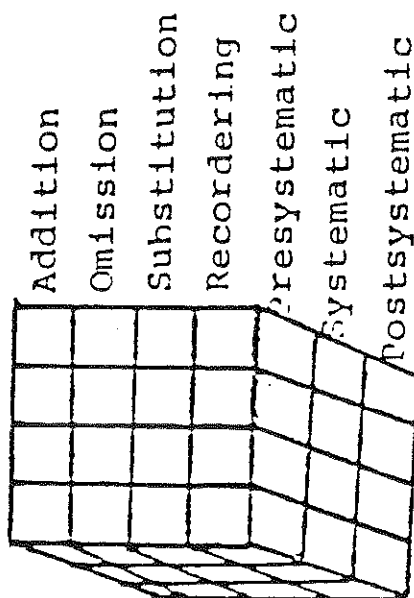
in, Dulay and Burt, "Language Two", New York, Oxford University Press, 1982, pág. 154.

Orthography/Phonology

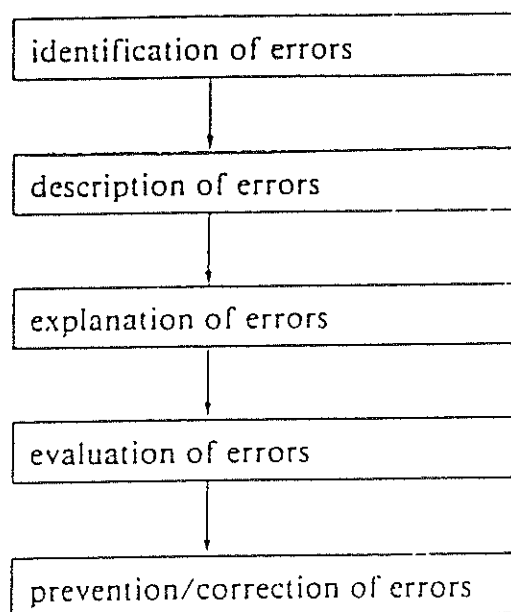
Lexicon

Grammar

Discourse



in, Brown, H. Douglas, "Principles of Language Learning and Teaching", New Jersey, Prentice-Hall, 1980, pág. 172.



in, Van El et al "Applied Linguistics and the Learning and Teaching of Foreign Languages", USA, Edward Arnold Ltd Publ., 1984, pág. 47.

APPENDIX

Tables 1-6—Typical Intralingual and Developmental Errors

Table 1

Errors in the Production of Verb Groups

1. *be + verb stem for verb stem*

We are live in this hut
 The sentence is occurs . . .
 We are hope . . .
 He is speaks French
 The telegraph is remain . . .
 We are walk to school every day.

2. *be + verb stem + ed for verb stem + ed*

Farmers are went to their houses
 He was died last year
 One day it was happened
 They are opened the door

3. Wrong form after *do*

He did not found . . .
 He did not agreed . . .
 The man does not cares for his life
 He did not asks me
 He does not has . . .

in, J. Richards, "Error Analysis and Second Language Acquisition"
 UK, Longman, 1974, págs. 182-188.

A NON-CONTRASTIVE APPROACH TO ERROR ANALYSIS

4. Wrong form after modal verb
-
- Can be regard as . . .
 We can took him out
 I can saw it
 It can drawing heavy loads
 They can used it
 It can use in state processions
 She cannot goes
 She cannot to go
 They would became
 We must made
 We can to see
 We must worked hard
-
5. *be* omitted before *verb + stem + ed* (participle)
-
- He born in England
 It used in church during processions
 They satisfied with their lot
 He disgusted
 He reminded of the story
-
6. *ed* omitted after *be + participle verb stem*
-
- The sky is cover with clouds
 He was punish
 Some trees are uproot
-
7. *be* omitted before *verb + ing*
-
- They running very fast
 The cows also crying
 The industry growing fast
 At 10.30 he going to kill the sheep
-
8. *verb stem* for *stem + s*
-
- He alway talk a lot
 He come from India
 She speak German as well
-

Table 2

Errors in the Distribution of Verb Groups

1. *be + verb + ing* for *be + verb + ed*
-
- I am interesting in that
 The country was discovering by Columbus
-

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2. *be + verb + ing* for *verb stem*

She is coming from Canada
I am having my hair cut on Thursdays
3. *be + not + verb + ing* for *do + not + verb*

I am not liking it
Correct rules are not existing
In French we are not having a present continuous tense and we are not knowing when to use it
4. *be + verb + ing* for *verb + ed* in narrative

... in the afternoon we were going back. On Saturday we were going down town, and we were seeing a film and after we were meeting my brother
5. *verb stem* for *verb + ed* in narrative

There were two animals who do not like each other. One day they go into a wood and there is no water. The monkey says to the elephant . . .
6. *have + verb + ed* for *verb + ed*

They had arrived just now
He had come today
I have written this letter yesterday
Some weeks ago I have seen an English film
He has arrived at noon
I have learned English at school
7. *have + be + verb + ed* for *be + verb + ed*

He has been married long ago
He has been killed in 1956
8. *verb (+ ed)* for *have + verb + ed*

We correspond with them up to now
This is the only country which I visited so far
9. *be + verb + ed* for *verb stem*

This money is belonged to me
The machine is comed from France

A NON-CONTRASTIVE APPROACH TO ERROR ANALYSIS

Table 3
Miscellaneous Errors

1.	Wrong verb form in adverb clause of time
	I shall meet him before the train will go We must wait here until the train will return
2.	Object omitted or included unnecessarily
	We saw him play football and we admired This is not fit to drink it This is the king's horse which he rides it every day That is the man who I saw him
3.	Errors in tense sequence
	He said that there is a boy in the garden When the evening came we go to the pictures When I came back I am tired
4.	Confusion of <i>too, so, very</i>
	I am very lazy to stay at home I am too tired that I cannot work I am very tired that I cannot go When I first saw him he was too young Honey is too much sweet The man became so exhausted and fell on the floor

Table 4
Errors in the Use of Prepositions

1.	<i>with</i> instead of \emptyset	met with her, married with her
	<i>from</i>	suffering with a cold
	<i>against</i>	fight with tyranny
	<i>of</i>	consist with
	<i>at</i>	laughed with my words
2.	<i>in</i> instead of \emptyset	entered in the room, in the next day
	<i>on</i>	in T.Y.
	<i>with</i>	fallen in love in Ophelia
	<i>for</i>	in this purpose
	<i>at</i>	in this time
	<i>to</i>	go in Poland
	<i>by</i>	the time in your watch

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3.	<i>at</i> instead of \emptyset <i>by</i> <i>in</i> <i>to</i> <i>for</i>	reached at a place, at last year held him at the left arm at the evening; interested at it went at Stratford at the first time
4.	<i>for</i> instead of \emptyset <i>in</i> <i>of</i> <i>from</i> <i>since</i>	serve for God one bath for seven days suspected for, the position for Chinese coolies a distance for one country to another been here for the 6th of June
5.	<i>on</i> instead of \emptyset <i>in</i> <i>at</i> <i>with</i> <i>of</i> <i>to</i>	played on the piano for an hour on many ways, on that place, going on cars on the end angry on him countries on the world pays attention on it
6.	<i>of</i> instead of \emptyset <i>in</i> <i>by</i> <i>on</i> <i>for</i>	aged of 44, drink less of wine rich of vitamins book of Hardy depends of civilisation a reason of it
7.	<i>to</i> instead of \emptyset <i>for</i> <i>of</i>	join to them, went to home, reached to the place an occupation to them his love to her

Table 5

Errors in the Use of Articles

1.	<u>Omission of <i>the</i></u>	
(a)	before unique nouns	Sun is very hot Himalayas are . . .
(b)	before nouns of nationality	Spaniards and Arabs . . .
(c)	before nouns made particular in context	At the conclusion of article She goes to bazaar every day She is mother of that boy
(d)	before a noun modified by a participle	Solution given in this article
(e)	before superlatives	Richest person
(f)	before a noun modified by an <i>of</i> -phrase	Institute of Nuclear Physics

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2. <i>the</i> used instead of \emptyset	
(a) before proper names	The Shakespeare, the Sunday
(b) before abstract nouns	The friendship, the nature, the science
(c) before nouns behaving like abstract nouns	After the school, after the breakfast
(d) before plural nouns	The complex structures are still developing
(e) before <i>some</i>	The some knowledge
3. <i>a</i> used instead of <i>the</i>	
(a) before superlatives	a worst, a best boy in the class
(b) before unique nouns	a sun becomes red
4. <i>a</i> instead of \emptyset	
(a) before a plural noun qualified by an adjective	a holy places, a human beings, a bad news
(b) before uncountables	a gold, a work
(c) before an adjective	... taken as a definite
5. Omission of <i>a</i>	
before class nouns defined by adjectives	he was good boy he was brave man

Table 6

Errors in the Use of Questions

1. Omission of inversion	
What was called the film?	
How many brothers she has?	
What she is doing?	
When she will be 15?	
Why this man is cold?	
Why streets are as bright as day?	
2. <i>be</i> omitted before <i>verb + ing</i>	
When Jane coming?	
What she doing?	
What he saying?	

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3. Omission of *do*

Where it happened?
How it looks like?
Why you went?
How you say it in English?
How much it costs?
How long it takes?
What he said?

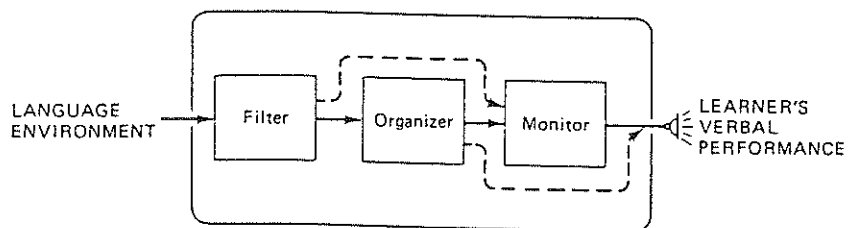
4. Wrong form of auxiliary, or wrong form after auxiliary

Do he go there?
Did he went?
Did he finished?
Do he comes from your village?
Which road did you came by?

5. Inversion retained in embedded sentences

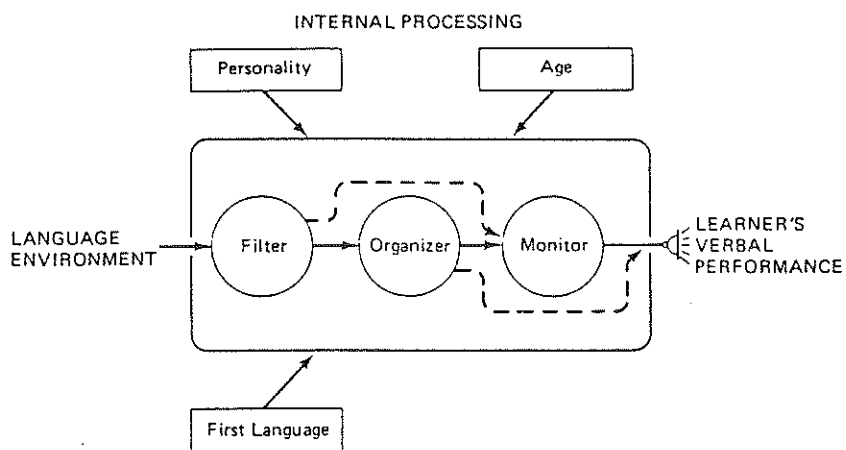
Please write down what is his name.
I told him I do not know how old was it
I don't know how many are there in the box

FIGURE 3-A Internal Processors



in, Dulay e Burt, "Language Two", New York, Oxford University Press, 1982, pág. 46 ss.

FIGURE 1-A Working Model for Creative Construction in L₂ Acquisition*



*An updated version of the chart on page 100, in *Viewpoints on English as a Second Language*, edited by Marina Burt, Heidi Dulay and Mary Finocchiaro. New York: Regents Publishing Co. Inc., 1977. Reprinted by permission.

TABLE 7-1 A Sample Linguistic Category Taxonomy*

Linguistic Category and Error Type	Example of Learner Error †
A. Morphology	
1. Indefinite article incorrect <ul style="list-style-type: none"> • <i>a</i> used for <i>an</i> before vowels • <i>an</i> used for <i>a</i> 	<i>a ant</i> <i>an little ant</i>
2. Possessive case incorrect <ul style="list-style-type: none"> • Omission of 's 	<i>the man feet</i>
3. Third person singular verb incorrect <ul style="list-style-type: none"> • Failure to attach -s • Wrong attachment of -s 	<i>The bird help man.</i> <i>The apple fall downs.</i>
4. Simple past tense incorrect	
a. Regular past tense <ul style="list-style-type: none"> • Omission of -ed • Adding -ed to past already formed 	<i>The bird he save him.</i> <i>He calleded</i>
b. Irregular past tense <ul style="list-style-type: none"> • Regularization by adding -ed • Substitution of simple non-past • Substitution of past participle 	<i>He putted the cookie there.</i> <i>He fall in the water.</i> <i>I been near to him.</i>
5. Past participle incorrect <ul style="list-style-type: none"> • Omission of -ed 	<i>He was call.</i>
6. Comparative adjective/adverb incorrect <ul style="list-style-type: none"> • Use of <i>more</i> + <i>er</i> 	<i>He got up more higher.</i>
B. Syntax	
1. Noun Phrase	
a. Determiners <ul style="list-style-type: none"> • Omission of the article • Substitution of definite article for possessive pronoun • Use of possessive with the article • Use of wrong possessive 	<i>He no go in hole.</i> <i>He fall down on the head.</i> <i>He put it in the his room.</i> <i>The little boy hurt its leg.</i>
b. Nominalization <ul style="list-style-type: none"> • Simple verb used instead of -ing • Preposition <i>by</i> omitted 	<i>by to cook it</i> <i>The dove helped him putting leaf on the water.</i>
c. Number <ul style="list-style-type: none"> • Substitution of singulars for plurals • Substitution of plurals for singulars 	<i>He got some leaf.</i> <i>He stab him in the feet.</i>
d. Use of pronouns <ul style="list-style-type: none"> • Omission of the subject pronoun • Omission of the "dummy" pronoun <i>it</i> • Omission of object pronouns 	<i>(He) pinch the man.</i> <i>Is nice to help people.</i> <i>I don't know (it) in English.</i>

Linguistic Category and Error Type	Example of Learner Error†
<ul style="list-style-type: none"> • Subject pronoun used as a redundant element • Alternating use of pronouns by number as well as gender • Use of <i>me</i> as subject <p>e. Use of prepositions</p> <ul style="list-style-type: none"> • Omission of preposition • Misuse of prepositions 	<p><i>My brother he go to Mexico.</i></p> <p><i>So he can eat it (referring to apples).</i> <i>Me forget it.</i></p> <p><i>He came (to) the water.</i> <i>He fell down from (over on, into?) the water.</i></p>
<p>2. Verb Phrase</p> <p>a. Omission of verb</p> <ul style="list-style-type: none"> • Omission of main verb • Omission of <i>to be</i> <p>b. Use of progressive tense</p> <ul style="list-style-type: none"> • Omission of <i>be</i> • Replacement of <i>-ing</i> by the simple verb form • Substitution of the progressive for the simple past <p>c. Agreement of subject and verb</p> <ul style="list-style-type: none"> • Disagreement of subject and verb person • Disagreement of subject and number • Disagreement of subject and tense 	<p><i>He (fell?) in the water.</i> <i>He in the water.</i></p> <p><i>He going.</i> <i>The bird was shake his head.</i></p> <p><i>Then the man shooting (shot?) with a gun.</i></p> <p><i>You be friends.</i></p> <p><i>The apples was coming down.</i></p> <p><i>I didn't know what it is.</i></p>
<p>3. Verb-and-Verb Construction</p> <ul style="list-style-type: none"> • Embedding of a noun-and-verb construction in another noun-and-verb construction • Omission of <i>to</i> in identical subject construction • Omission of <i>to</i> in the verb-and-verb construction • Attachment of the past marker <i>to</i> the dependent verb 	<p><i>I go to play. (I go and I play.)</i></p> <p><i>I go play.</i></p> <p><i>I see a bird got the leaf.</i></p> <p><i>He was going to fell.</i></p>
<p>4. Word Order</p> <ul style="list-style-type: none"> • Repetition of the object • Adjectival modifiers placed after noun 	<p><i>The bird (object) he was gonna shoot it.</i></p> <p><i>He put it inside his house a little round.</i></p>
<p>5. Some Transformations</p> <p>a. Negative transformation</p> <ul style="list-style-type: none"> • Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i> • Multiple negation 	<p><i>He not play anymore.</i></p> <p><i>They won't have no fun.</i></p>

LANGUAGE TWO

TABLE 7-4 Simple Addition Errors Observed in Child L₂ Production

<i>Linguistic Item Added</i>	<i>Example*</i>
3rd person singular -s	The fishes doesn't live in the water
Past tense (irregular)	The train is gonna broke it
Article <i>a</i>	<i>a</i> this
Preposition	<i>in</i> over here

*Taken from G. P. Venable (1974). *A Study of Second Language Learning in Children*. Unpublished M.Sc. (Applied) Project, McGill University School of Human Communication Disorders. Reprinted by permission.

TABLE 7-6 Irregular Predicates Causing Misinterpretation in L₁ and Adult L₂ Comprehension

<i>Sentence Pairs*</i>	<i>Interpretation</i>
<i>Regular:</i> Don <i>allowed</i> Fred to stay. <i>Irregular:</i> Don <i>promised</i> Fred to stay.	<i>Erroneous:</i> *Don promised Fred that Fred would stay. <i>Correct:</i> Don promised Fred that Don would stay.
<i>Regular:</i> The girl <i>tells</i> the boy what to paint. <i>Irregular:</i> The girl <i>asks</i> the boy what to paint.	<i>Erroneous:</i> *The girl asks the boy what <i>he</i> should paint. <i>Correct:</i> The girl asks the boy what <i>she</i> should paint.
<i>Regular:</i> John is <i>eager</i> to see. <i>Irregular:</i> John is <i>easy</i> to see.	<i>Erroneous:</i> *It is easy for <i>John</i> to see. <i>Correct:</i> It is easy to see <i>John</i> .

*The sentence pairs are taken from A. d'Anglejan and G. R. Tucker (1975), following C. Chomsky (1969), in *Language Learning, a Journal of Applied Linguistics* 25, pp. 281-296, "The Acquisition of Complex English Structures by Adult Learners." Reprinted by permission.

TABLE 7-5 Regularization Errors in the Misformation Category Observed in Child L₂ Production

<i>Linguistic Item Misformed</i>	<i>Example*</i>
Reflexive pronoun	<i>hissself</i> (himself)
Regular past	<i>I falled</i> (fell)
Plural	<i>gooses</i> (geese) <i>childs</i> (children)

*These examples are taken from raw data collected by Dulay and Burt via the *Bilingual Syntax Measure* (lower and upper grade versions) and unstructured natural conversation, unless otherwise specified.

TABLE 7-7 Equivalent L₁ and L₂ Errors Organized According to Surface Strategies*

CLASSIFICATION	L ₁ EXAMPLES	L ₂ SOURCE	L ₂ EXAMPLES
OMISSIONS			
<i>Omission of Major Constituents</i>			
head noun	The broken ^A	Ervin-Tripp, quoted by Dulay & Burt (1973)	a dirty ^A ; the skinny ^A **
subject	^A want it ^A no going home	Menyuk (1963) Bloom (1970) p. 196	^A play baseball ^A no eating that
main verb: <i>has</i>	Kathryn ^A has no shoe.	Bloom (1970) p. 196	Billy ^A has no milk.
direct object	Don't throw ^A it on my shoes.	Menyuk (1969)	Give ^A it the little birds to eat. He like ^A it
<i>Omission of Grammatical Morphemes</i>			
preposition: <i>to, on, in</i>	I want to go ^A to New York. Put the hat ^A on ^A .	Menyuk (1963)	Give ^A to the little birds to eat. I fall down ^A in the water. Go put your pajama ^A on ^A .
article: <i>the</i>	The ^A giant wakes up. The ^A book drop. The ^A fire truck want a this. The ^A man no go in there.	Menyuk (1963) Brown (1973) p. 317 Brown (1973) p. 393 Bloom (1970) p. 160	The ^A car coming. The ^A cat go there. The ^A apple come down. The ^A doggie eat it.
short plural: <i>-s</i>	more cookie ^s ^A	Braine (1963) p. 412	It's got some flower ^s ^A
long plural: <i>-es</i>	I have two necklace ^s ^A	Menyuk (1963)	Those two house ^A /es/

auxiliary: <i>do, is/are</i>	How ^{do} you take it out? I ^{did} not hurt him. Man ^{does} no go in there. is/are ^{no} going home.	Menyuk (1969) Klima & Bellugi (1966) p. 345 Bloom (1970) p. 160 Bloom (1970) p. 196	What ^{do} you wanna eat? Do ^{not} go over there. I ^{do} no have it. is/are ^{no} eating that.
auxiliary: <i>is, am</i>	Fish ^{is} swim. I ^{am} not crying. ^{no} going.	Brown (1973) p. 317 Klima & Bellugi (1966) p. 344 Bloom (1970) p. 196	Car ^{is} coming. How ^{am} I gonna get there? ^{no} eating that.
copula: <i>is, am</i>	This man ^{is} not brother.	Bloom (1970) p. 196	I ^{am} sick.
progressive: <i>-ing</i>	Fish swim ^{ing} . I'm play ^{ing} with it. Dey are stand ^{ing} up.	Brown (1973) p. 317 Cazden (1972) p. 38	A father is come ^{ing} . Cat go ^{ing} there.
regular past tense: <i>-ed</i>	Book drop ^{ped} .	Brown (1973) p. 317	He close ^d it.**
irregular past tense: <i>fell, came, ate</i>	Good Beech fall down ^{ed} .	Foulke & Stinchfield (1929) in Kahane, Kahane & Saporta (1971)	fell I fall down the water. came Apple come down. ate Doggie eat it.
third person singular	It don't fit in here. ^{es}	Bloom (1970) p. 212	He don't swim. ^{es}

TABLE 7-7 (continued)

CLASSIFICATION	L1 EXAMPLES	L1 SOURCE	L1 EXAMPLES
OMISSIONS Omission of Grammatical Morphemes			
infinitive marker: to	I like ^{to} do it. I want ^{to} draw it.	Menyuk (1969)	He don't like ^{to} eat.
ADDITION Double Marking			
present indicative	Joe doesn't like ^s it.	Ervin-Tripp (1964) p. 403	Bill doesn't like ^s it carrots.
regular past	I didn't spill ^{ed} it.	Cazden (1972) p. 46	Why didn't you come to school?
irregular past	Did I caught it?	Klima and Bellugi (1966) p. 350	Did I did it?
direct object	He ^s was in trouble We took it away ^{the hat} another ^{one}	Harrison (1974) Menyuk (1963) Brown, Cazden & Bellugi (1968) p. 314	The bird stole it. Put it down ^{card} . You don't get it ^{the coffee} . another ^{one} hat
Simple Addition third person singular	I do ^s n't know how. They do ^s n't cut my finger.	Slobin (1971) p. 13	The fishes do ^s n't live in the water.
past tense: -ed, broke	I can't do ^s it.	Bloom (1970) p. 212	The train is gonna ^{break} ^s it.

article: a	Fire truck want <u>a</u> this.	Brown (1973) p. 393	<u>a</u> this <u>a</u> that
preposition: in	You shop <u>in</u> over there.	Menyuk (1963)	<u>in</u> over here outside <u>from</u> .
MISFORMATIONS <i>Overregularization</i>			
reflexive pronoun	He's licking <u>himself</u>	Menyuk (1963)	himself <u>hissself</u>
regular past	fell <u>fallen</u>	Cazden (1972) p. 45	fell I <u>fallen</u> .
third person singular	got <u>s</u>	Cazden (1972) p. 44	He got <u>s</u> a flower.
<i>Archi/Alternating Forms</i>			
auxiliary: does/is	is What <u>does</u> he putting on the top?	Harrison (1974)	is He <u>dg</u> n't looking.
prepositions: at/to, on/in	to Daddy took me <u>at</u> the train.	Menyuk (1963)	on <u>in</u> the feet.
subject pronoun: he/she	she Mommy was so mad so <u>he</u> spanked Blackey.	Menyuk (1963)	She <u>He</u> was not looking. she's The mother's over there and <u>he's</u> nervous.
possessive pronoun: she, she's/her; him/his	her <u>she's</u> his <u>him's</u> her <u>She</u> school	Cazden (1972) p. 44 Menyuk (1969)	her That's <u>she's</u> house. his <u>him's</u> Her <u>She</u> name is Maria.**

TABLE 7-7 (continued)

CLASSIFICATION	L ₁ EXAMPLES	L ₁ SOURCE	L ₁ EXAMPLES
MISFORMATIONS <i>Archi/Alternating Forms (continued)</i>			
negative: no/not	not Man (no) go in there. not (no) going home.	Bloom (1970) p. 160 Bloom (1970) p. 196	not I (no) have it. not (no) eating that.
quantifiers	some Put (a) gas in. some I hadda have (a) caps on my teeth. some I see (a) teeth. some Have (a) pants.	Slobin (1971) p. 8 Harrison (1974) Menyuk (1963) Miller & Ervin-Tripp (1964) p. 363	some (a) water; (two) milk some (a) carrots some He got (a) toys.**
MISORDERING			
aux in simple question	What → that (is)?	Menyuk (1963)	What → this (is)?
aux in embedded question	I know what (is) that →	Menyuk (1969)	I know what (is) that →
adverb	I eat (sometimes) candy →	Menyuk (1969)	Is (here) happy → ; is (there) not happy →

* See pp. 151-163 for discussion of surface strategies taxonomy. All data are taken from Venable (1974) except where marked with **, which are taken from Dulay and Burt's raw data.

ACQUISITION ORDER

FIGURE 8-A Study Summary: Dulay & Burt (1973)
 Comparison of Acquisition Sequences for 8 English Grammatical Morphemes for 3 Groups of Spanish-Speaking Children

SAMPLE:		Research Design:	<u>Cross-sectional</u>
N:	<u>151</u>	Elicitation Technique:	<u>Structured conversation</u>
Age:	<u>6-8 years old</u>	L2 Environment:	<u>Host</u>
L1:	<u>Spanish</u>		
L2:	<u>English</u>		

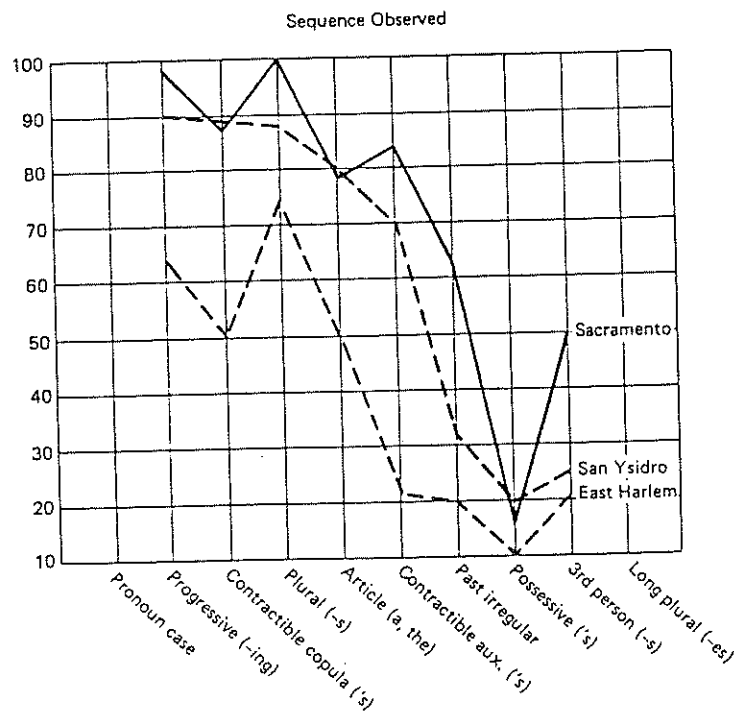
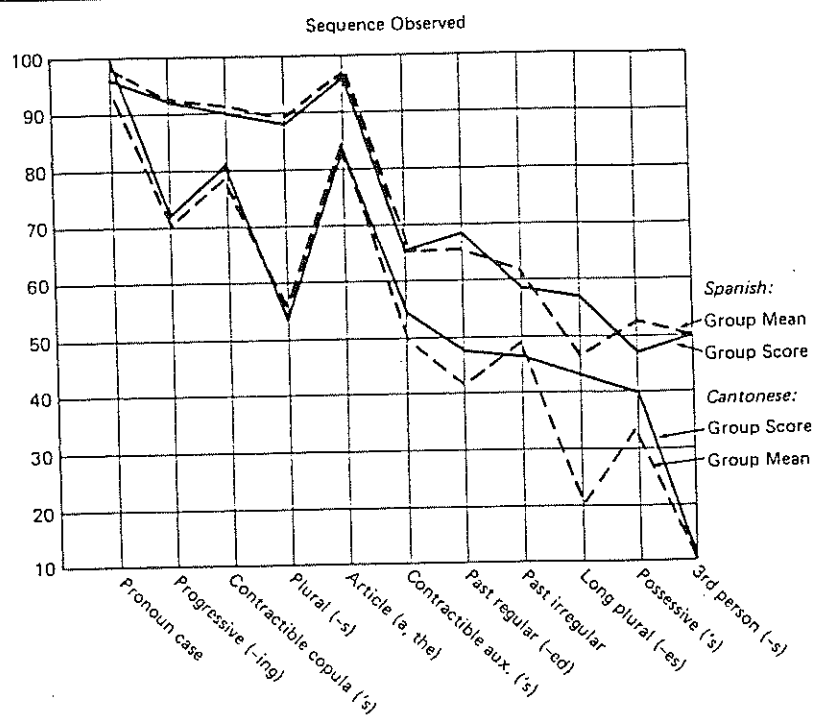


FIGURE 8-B Study Summary: Dulay & Burt (1974b)
 Comparison of Acquisition Sequences for 11 English Grammatical Morphemes for Spanish- and Cantonese-Speaking Children Using 2 Methods of Analysis

SAMPLE:			
N:	115	Research Design:	Cross-sectional
Age:	6-8 years old	Elicitation Technique:	Structured conversation
L ₁ :	55 Chinese 60 Spanish	L ₂ Environment:	Host
L ₂ :	English		



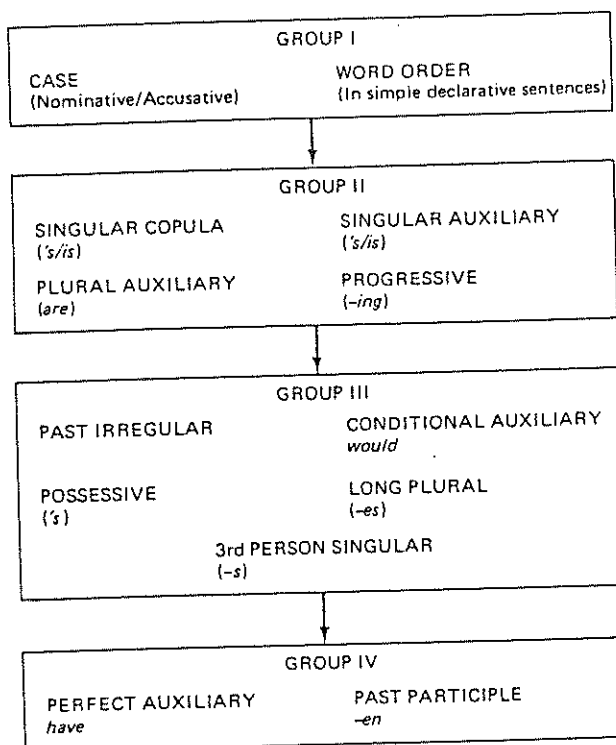
Correlation Coefficients (Spearman) and Significance Levels: ($p < .001$) for all correlations

	Spanish Group Score	Cantonese Group Mean	Cantonese Group Score
Spanish Group Mean	.96	.96	---
Spanish Group Score	---	---	.95
Cantonese Group Mean	---	---	.98

FIGURE 8-C Study Summary: Dulay & Burt (1975)
 Acquisition Hierarchy for 13 English Grammatical Morphemes for Spanish-Speaking and Cantonese-Speaking Children

SAMPLE:		Research Design:	<u>Cross-sectional</u>
N:	<u>536</u>	Elicitation Technique:	<u>Structured conversation</u>
Age:	<u>5-9 years old</u>	L2 Environment:	<u>Host</u>
L1:	<u>461 Spanish</u> <u>55 Chinese</u>		
L2:	<u>English</u>		

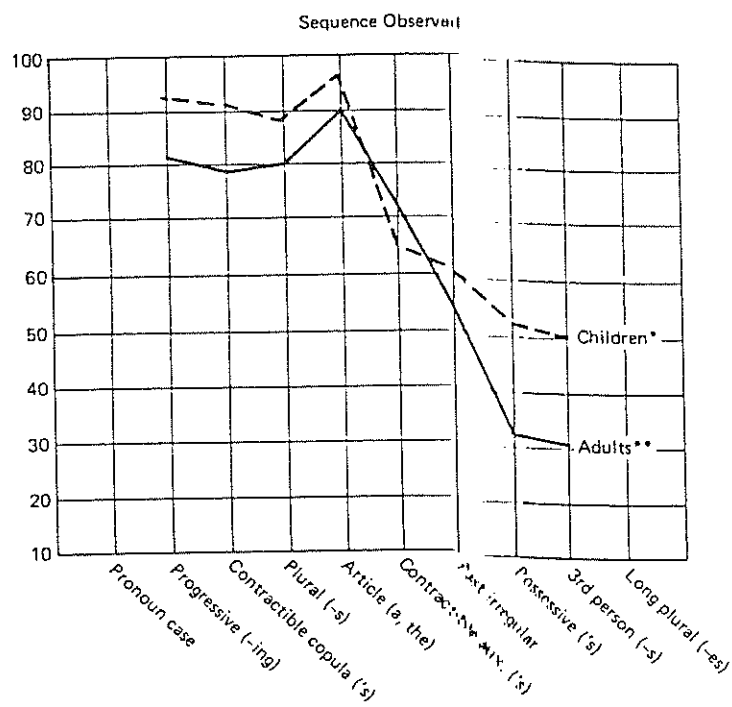
Acquisition Hierarchy Observed



NOTE: Please see Table 8-2 for the precise definition of the structures in this hierarchy.

FIGURE 8-D Study Summary: Bailey, Madden & Krashen (1974)
Comparison of Adult and Child Acquisition Sequences for 8 Grammatical Morphemes

SAMPLE:		Research Design:	<i>Cross-sectional</i>
N:	<i>73</i>	Elicitation Technique:	<i>Structured conversion</i>
Age:	<i>17-55 years old</i>	L2 Environment:	<i>Host</i>
L1:	<i>Greek, Persian, Italian, Turkish, Japanese, Chinese, Thai, Afghani, Hebrew, Arabic, Vietnamese</i>		
L2:	<i>English</i>		



Correlation Coefficients and Significance Levels:

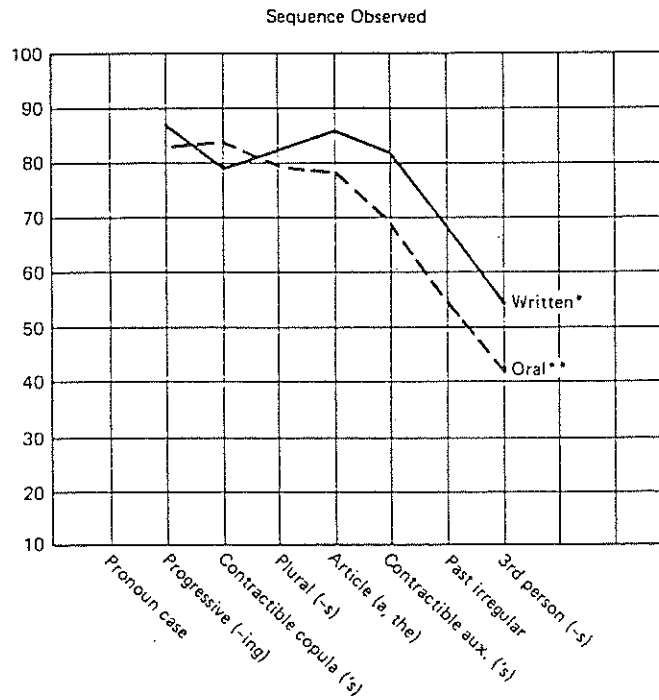
	Adults (Spanish) (%)
Children	$\rho = .978$ ($p < .01$) (Spearman)

*Dulay & Burt (1974).

**Bailey, Madden & Krashen (1974).

FIGURE 8-E Comparison of Acquisition Sequences of 7 English Grammatical Morphemes Produced in the Oral and Written Modes

SAMPLE:		Research	
N:	70	Design:	Cross-sectional
Age:	Adult (not further specified)	Elicitation	Unstructured communication
L ₁ :	Arabic, Persian, Japanese, Spanish	Technique:	(Writing)
L ₂ :	English	L ₂	Environment: Host

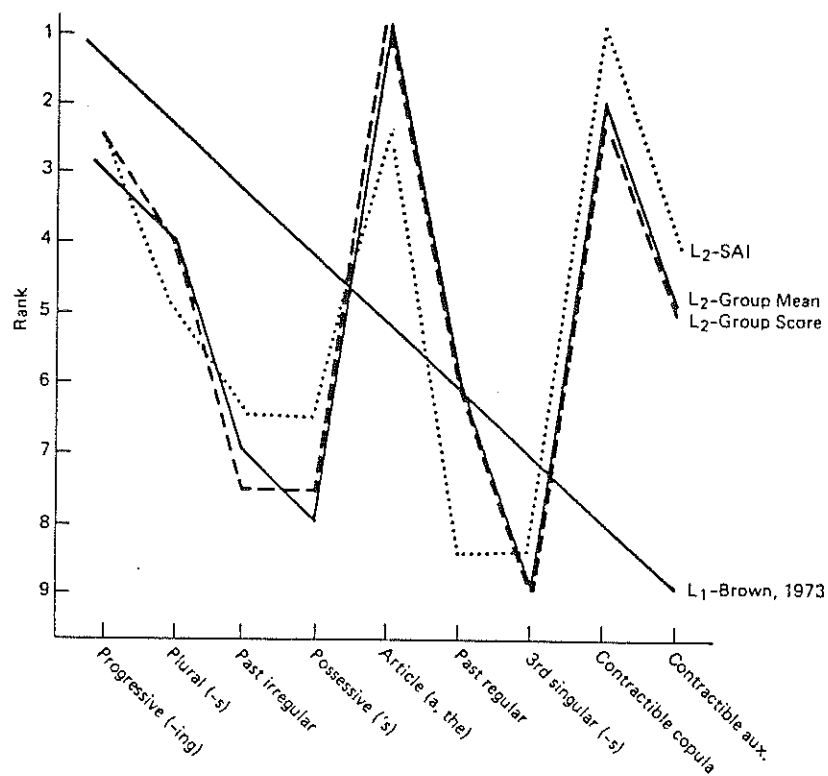


Correlation Coefficients and Significance Levels:

	Written
Oral	$\rho = .723$ ($p < .05$) (Spearman)

*Sequence obtained by Krashen, Butler, Birnbaum & Robertson (1977).

**Sequence obtained by Bailey, Madden & Krashen (1974).

FIGURE 8-F Comparison of L₁ and L₂ Acquisition Sequences*

*From *Language Learning, a Journal of Applied Linguistics*, Dec. 1974, 24, 2, p. 258. Reprinted by permission.

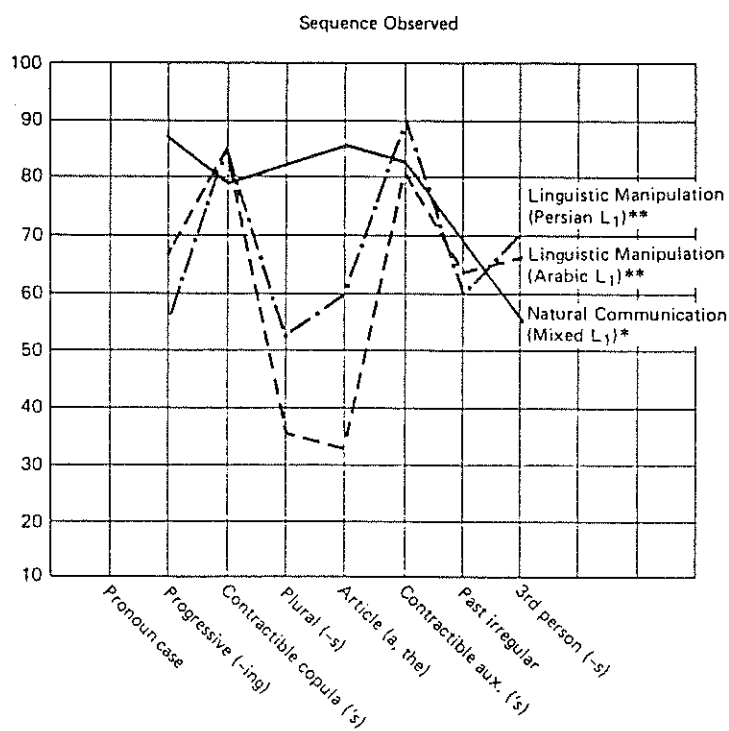
TABLE 8-1 Spearman Rank Order Correlation Coefficients*

	L ₁			L ₂		
	Brown	de Villiers Method I	de Villiers Method II	Group Score	Group Means	SAI
Brown		.84	.78	.43	.42	.39
de Villiers Method I			.87			
Group score					.98	.89
Group means						.91

*From *Language Learning, a Journal of Applied Linguistics*, Dec. 1974, 24, 2, p. 257. Reprinted by permission.

ACQUISITION ORDER

FIGURE 8-G Comparison of Natural Communication and Linguistic Manipulation Sequences for 7 English Grammatical Morphemes



Correlation Coefficients (Spearman):

Natural Communication	Linguistic Manipulation			
	Japanese Ss	Arabic Ss	Persian Ss	Spanish Ss
	$\rho = .06$	$\rho = -.17$	$\rho = -.30$	$\rho = .23$

*Krashen et al. (1977).

**Larsen-Freeman (1975).

Appendix

TABLE I

Siraj's Accuracy Order of Morphemes According to the Elicitation Task Used

Morpheme Task	<i>Spontaneous Speech</i>				<i>Elicited Speech</i>			
	+	opp	%	order	+	opp	%	order
Cop	520	617	84	3	621	735	84	7
Aux	147	277	53	9	270	573	47	9
-ing	216	260	83	4	160	179	89	3
3rd pers sing	27	30	90	2	4	9	44	10
pst (-ed)	4	7	57	8	52	56	93	2
irreg. past	22	30	73	7	20	23	87	5
Articles	689	831	83	4	543	619	88	4
Plural(-s)	320	385	83	4	309	363	85	6
irreg. plural	33	36	92	1	14	14	100	1
Poss ('s)	11	21	52	10	13	24	54	8
(of) Poss	0	2	0	11	--	-	-	-

in, E. Ghrib "A Longitudinal Study of a Tunisian Adolescents' Learning of English Morphemes in a Classroom Context", *IRAL* XXV/1 Feb., 1987, págs. 47-53.

TABLE 2

Frequency of Error
with all the Morphemes (Tallied Together)

Type of Error	Number of Errors	Total Number of Errors	%
omission	601	1096	55
substitution	438	1096	40
redundancy	35	1096	3
order	22	1096	2

TABLE 3

Comparison of Siraj's Difficulty Ordering of Functors
with the Textbook Order
(Progressing from the Easiest to Most Difficult Items)

Textbook Order	Siraj's Difficulty Ordering of Functors	%
1. be COP (am, is, are)	1. Irregular Plural	94
2. Articles (a, an, the)	2. Regular Past (-ed)	89
3. Regular Plural (-s)	3. Progressive (-ing) (present, past, future)	86
4. Present Progressive (-ing) be AUX (am, is, are)	4. Articles (a, an, the)	85
5. Auxiliary have (has, have)	5. Copula (am, is, are, was, were) Regular Plural (-s)	84
6. Auxiliary do (do, does)	6. 3rd Person Singular Present Irregular Past	84
7. must	7. (s) Possessive	79
8. Progressive (-ing) (future) be AUX (am, are, is) (future) (s) Possessive, can	8. Auxiliary be (am, is, are was, were), have (have), has, had, do (do, does, did), had to, must, can, will	79
9. be COP (was, were), have to Auxiliary do (did) Auxiliary have (had) Irregular Past	9. (of) Possessive	53
10. Regular Past, (of) Possessive had to		49
11. Past Progressive (-ing) be AUX (was, were)		
12. will		0

TABLE 4

Distribution of Errors According to the Various Sources

Source of Error	Number of Errors	Total Count of Errors	%
Developmental Errors	230	1096	21
Interference Errors	6	1096	.5
Intralingual Errors	184	1096	17
Ambiguous Errors	665	1096	61
Lexical Errors	8	1096	.7
Transfer of Training Errors	1	1096	.09
Induced Errors	2	1096	.2

TABLE 5

Distribution of Errors According to the Various Sources
(Ambiguous Errors Having Been Extracted from the Count)

Source of Error	Number of Errors	Total Count of Errors	%
Developmental Errors	230	431	53
Interference Errors	6	431	.1
Intralingual Errors	184	431	43
Lexical Errors	8	431	.2
Transfer of Training Errors	1	431	.02
Induced errors	2	431	.04

TABLE 6

*Order of Acquisition Found in the Various
Studies of Grammatical Morphemes
Compared to the Present Study*

First Language Learners

Brown, 1973 (longitudinal) de Villiers and de Villiers, 1973 (cross-sectional)

Present Progressive	Plural (-s)
Plural	Progressive (-ing)
Past Irregular	Past Irregular
Possessive	Articles (<i>a, the</i>)
Uncontractible COP	Contractible COP
Articles	Possessive ('s)
Past Regular	3rd Person Singular (-s)
3rd Person Regular	Contractible AUX

3rd Person Irregular
Uncontractible AUX
Contractible COP
Contractible AUX

TABLE 6 (continued)

Second Language Learners

Dulay and Burt, 1974 (cross-sectional)

Hakuta, 1974 (longitudinal)

Article	Present Progressive
Copula	Copula
Progressive (-ing)	Auxiliary
Plural (-s)	Possessive
Auxiliary	Past Irregular
Regular Past	Plural
Irregular Past	Articles
Long Plural	3rd Person Regular
Possessive	Past Regular
3rd Person Singular	Gonna Aux.

Second Language Learners

Bailey et al., 1974 (cross-sectional)

Larsen-Freeman, 1975 (cross-sectional)

Present Progressive	Present Progressive
Plural	Copula
Contractible COP	Articles
Articles	AUX
Past Irregular	Short Plural
Possessive	Regular Past
Contractible AUX	Past Irregular
3rd Person Present	Long Plural
	Possessive

TABLE 6 (continued)

Second Language Learners

Rosansky, 1976
Krashen et al, 1977
(cross-sectional)

Present Progressive	Copula
Short Plural	Progressive (-ing)
Articles	Plural (-s)
Copula	Article
AUX	Irregular Past
Possessive	Regular Past
Past Irregular	AUX
Long Plural	3rd Person Singular
Past Regular	
3rd Person Regular	

Foreign Language Learner

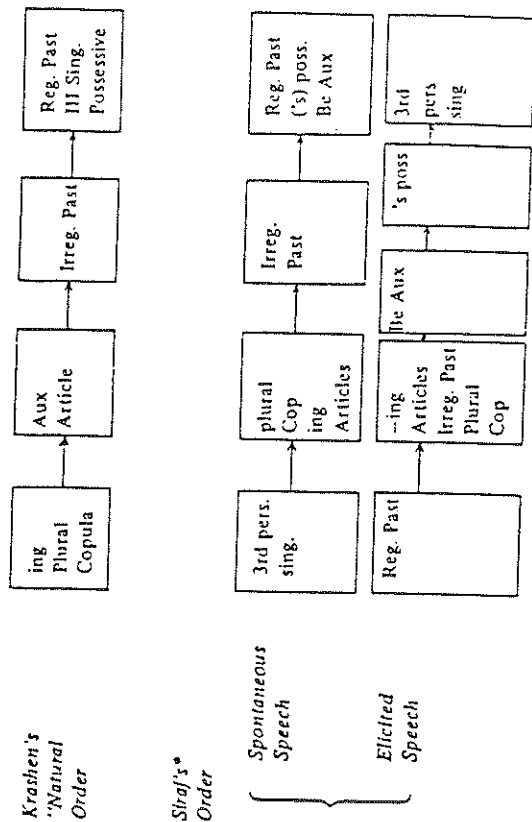
Ghrib (1980)
(Longitudinal)

	Accuracy %
1. Irreg. plural	92
2. 3rd pers. sing. pres.	90
3. Cop	84
4. -ing	83
Plural (-s)	83
Articles	83
5. Irreg. past	73
6. Reg. past (-ed)	57
7. ('s) possessive	52
8. Be Aux*	50
9. (of) possessive	0

*Aux refers to be Aux only.
The evidence is from spontaneous data.

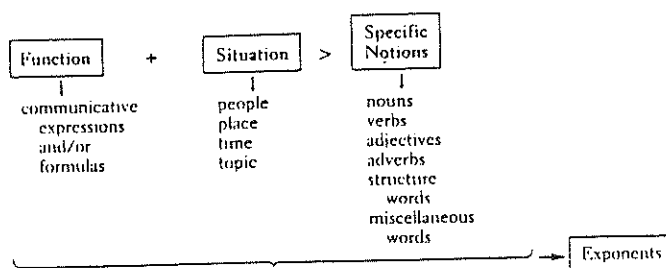
TABLE 7

Krashen's Proposed "Natural Order"
for Second Language and for Broca's Aphasia and
Sraf's Acquisition Order of the Various English Morphemes



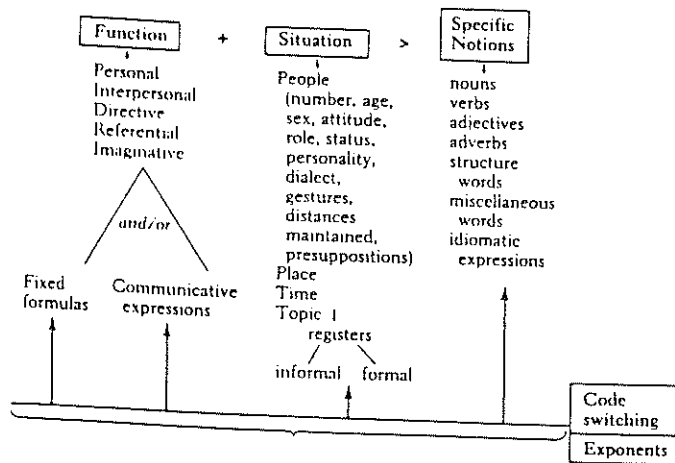
*Aux refers to be Aux only.
The regular and irregular forms of the plural are tallied together.

Everything said to this point can be diagrammed very simply as follows
(this diagram will be expanded below (p. 28)):



in, Finocchiaro and Brumfit "The Functional-Notional Approach", Oxford, Oxford University Press, 1983, pág. 27ss.

EXPANDED CHART



teaching and learning. We shall begin with the *functions* of language, the very core of the F-N syllabus.

Categories of Functions

There are numerous ways of labeling the major functions expressed in language. Wilkins (1973, 1976) lists the following:

- Modality* (to express degrees of certainty, necessity, conviction, volition, obligation, and tolerance)
- Moral discipline and evaluation* (judgment, approval, disapproval)
- Suasion* (persuasion, recommendations, predictions)
- Argument* (relating to the exchange of information and views: information asserted or sought, agreement, disagreement, denial, concession)
- Rational inquiry and exposition* (authors' note: similar in sub-categories to argument and evaluation)
- Personal emotions* (positive and negative)
- Emotional relations* (greetings, flattery, hostility, etc.)
- Interpersonal relations* (politeness and status: degree of formality and informality)

van Ek (1980) distinguishes six main functions of communication:

- importing and seeking factual information* (identifying, reporting, correcting, asking);
- expressing and finding out intellectual attitudes* (expressing and inquiring about agreement and disagreement, accepting or declining an offer or invitation, etc.);
- expressing and finding out emotional attitudes* (pleasure or displeasure, surprise, hope, intentions, etc.);
- expressing and finding out moral attitudes* (apologizing, expressing approval or disapproval, etc.);
- getting things done* (suasion) (suggesting a course of action, advising, warning);
- socializing* (greeting and leaving people, attracting attention, proposing a toast).

A convenient way of grouping communicative functions is to use five broad categories: *personal*, *interpersonal*, *directive*, *referential*, and *imaginative*.

The *personal* function refers to the speaker's or writer's ability to clarify his thinking, to arrange or classify material in his mind or to express his innermost thoughts as well as the gamut of emotions that every human

LANGUAGE

(The code of a community of speakers)

Subsystems of Language

The Sound System	Intonations, stress, rhythm, pause, elision, vowels (full and reduced), consonants
The Grammar System	Morphology (<i>inflection</i> for plurality, tense, possession, etc.) (<i>derivation</i> —prefixes, suffixes, infixes) Morphophonemics (sound or spelling change, i.e., due to letter combinations): I walked /t/. I wanted /ɪd/, I combed /d/ Syntax—word order
Vocabulary (Lexical) System	Communicative expressions Fixed formulas Content words (nouns, verbs, adjectives, adverbs) Structure words (pronouns, prepositions, conjunctions, etc.)
Cultural System	Appropriateness of language to the social situation Gestures, distances maintained, unarticulated sounds (as in grunts or sighs) Values, mores, taboos, rituals, habits, art forms Social institutions

Sociocultural Themes

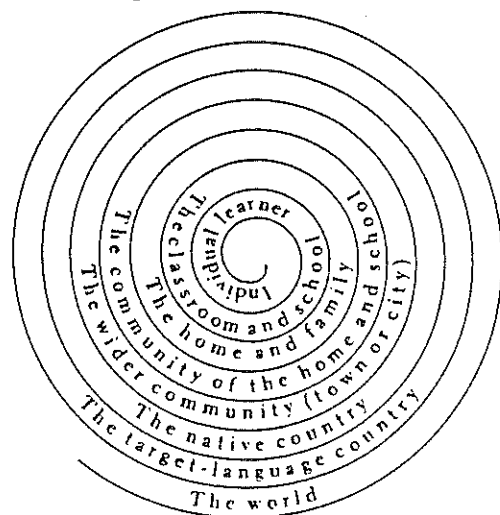


Figure 1

A Structural Topic (Personal Pronouns)

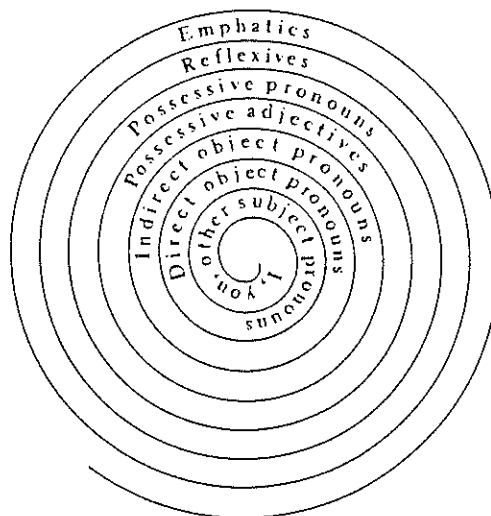


Figure 2

A MINI-CURRICULUM

Unit	Date	Title and Function	Situation	Communicative Expressions or Formulas	Structures	Nouns	Verbs	Adj.	Adv.	Structure Words	Misc.	Activities
X	2/4	Apologizing	Theater (asking someone to change seats)	Excuse me. Would you mind...? I'm very grateful.	V + ing	seat place friend	move change					Dialog study Role play Expanding sentences Paired practice
XI	2/11	Apologizing	Department store (Returning something)	I'm sorry. Would it be possible...?	Simple past Present perfect	shirt	buy wear	small	too	you	dates	Aural comprehension Indirect speech Changing register
XIV	3/15	Requesting directions	At the bus stop	I beg your pardon. Could you tell me...?	Interrogatives (simple present) Modal—must	names of places	must get to get off take		how where	us	numbers	Reading questions and answers Cloze procedures Dictation
XVI	3/25	Asking for information	In a post office	Excuse me. Where would I find...?	Modal—can	stamps savings account	sell buy open					Expanding sentences of previous dialogs Role playing with these

Unit	Date	Title and Function	Situation	Communicative Expressions or Formulas	Structures	Nouns	Verbs	Adj.	Adv.	Structure Words	Misc.	Activities
XVIII	4/5	Expressing frustration	Home (Dinner guests late)	How inconsiderate! Why couldn't they have telephoned?	be + Ved It's (time)	food dessert roast	ruin spoil serve	late	so		time & numbers	Any of the above Dicto-comp
XX	4/25	Requesting directions	Gas station	I beg your pardon. How would I...?	Imperatives (affirmative) (negative) tell...to	high-way traffic light	reach get on turn off say tell			me	ordinal numbers	Any of the above Reported speech (e.g., car passenger wants to know what attendant has said)

COMMENTS

Some of the structures may be: a. taught for receptive use only.
b. presented for the first time.
c. reintroduced after having been taught earlier.

It is desirable to indicate on the right side of the chart several of the major learning activities the students would engage in within the unit. (You should also list these activities under the dialogs in a separate notebook. Nearly every activity suggested can be engaged in within any unit (Finocchiaro 1979, p. 15).

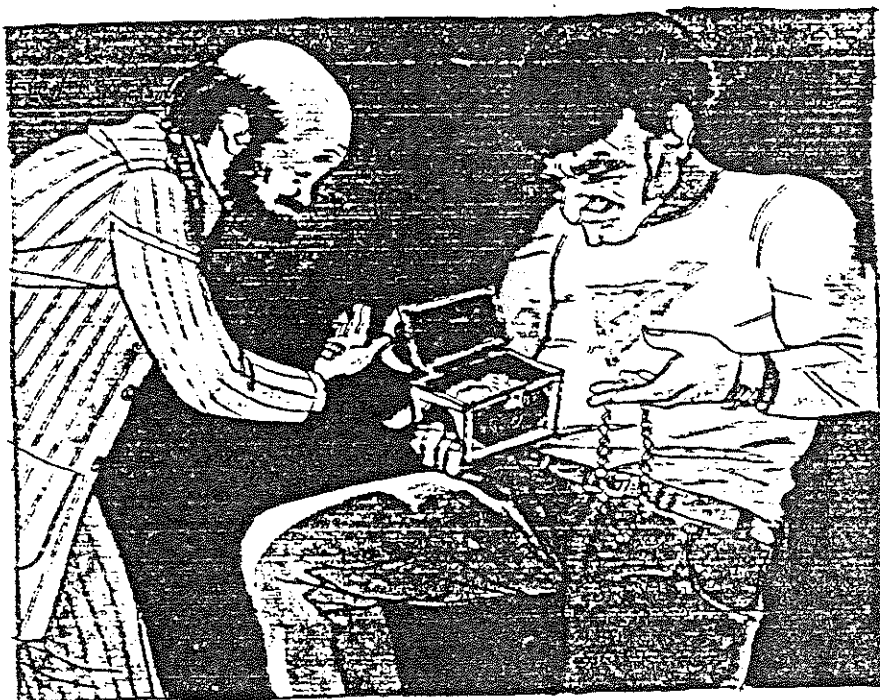


UNIT

10

EXPRESSING POSSESSION

10-A Let's try out Bill and Rod's code



1ST MAN – Are you sure the children's painting is the one we were looking for?

2ND MAN – Positive. Just wait and see.

1ST MAN – Well, let's try out Bill and Rod's code.

2ND MAN – The moon's shining on that brick over there. Let's count ten bricks to the west.

1ST MAN – Here it is. This is the tenth brick and it's loose. And here's the box.

2ND MAN – Open it.

1ST MAN – Gosh! What a fantastic sight. The jewels are finally ours.

2ND MAN – Yeah! And just for the two of us. Bill and Rod will never get them.

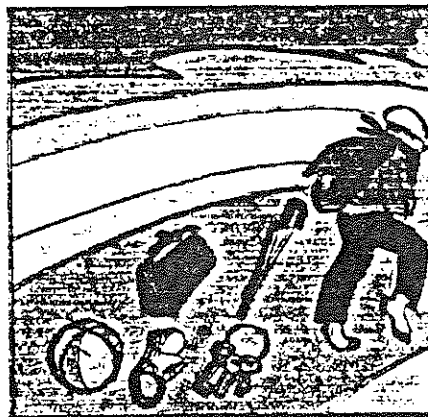
1ST MAN – You're right. Let them rot in prison. The work was theirs but the profit's ours.

2ND MAN – Ha! Ha!



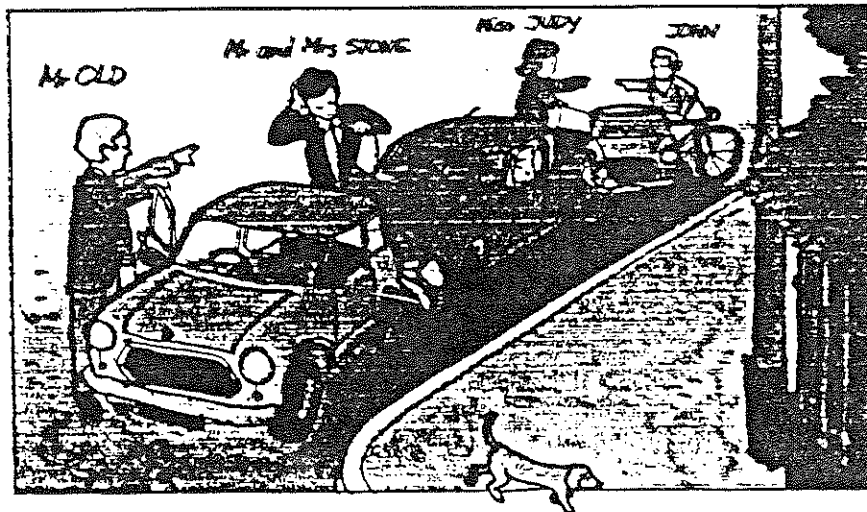
- A. Look at the things which are falling from the burglar's bag. Whose are they?
Match the letters with the numbers and find out. Here's an example:

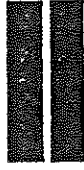
The shoe is Mr Johnson's. It's his.



- B. Look at the picture below. It's a picture of an accident. Describe it to your partner. Begin like this:

Yesterday there was a traffic accident in Park Avenue. Mr Old braked. Mr and Mrs Stone's Buick crashed into Mr Old's Mini.





C. We could sum up the text on page 138 like this:

This is the children's painting we were looking for. Let's try out Bill and Rod's code. Oh, here's the box. The jewels are finally ours. Bill and Rod will never get them. The work was theirs but the profit's ours.

Now build up a similar text bearing in mind the following topics:

- only one child bought the painting;
- there's only one man speaking;
- Bill was the only man to write the code.

Make the necessary changes and say it to your partner.



Now write the text you (or your partner) have said orally.

10-B The jewels belong to Sir Redgrave

Daily Telegraph

Sir Redgrave's jewels recovered

Following the information given by five children, Police arrested two men who had jewels which didn't belong to them. The jewels belong to Sir Lawrence Redgrave. Some months ago two men stole Sir Redgrave's valuable family jewels. The Police captured them but they didn't say where the jewels were. Two of their friends found out there was a secret code on the back of a painting mentioning the exact place of the jewels.

NEWS OF THE WORLD

5 Children help Police

Five children, members of "Bob's Adventure Club", discovered where some valuable jewels were hidden. They told the Police about their private investigation in a Southampton lighthouse. Police arrested John Lee, aged 22, and Brian Wilbur, aged 25. The jewels belong to the famous lawyer Sir Lawrence Redgrave.

The investigation of three boys and two girls help Police

As a result of the children's investigation Police arrested two close friends of the men who stole Sir Redgrave's jewels. As a reward Sir Redgrave invited the five children to spend a fortnight in London.

THE Sun

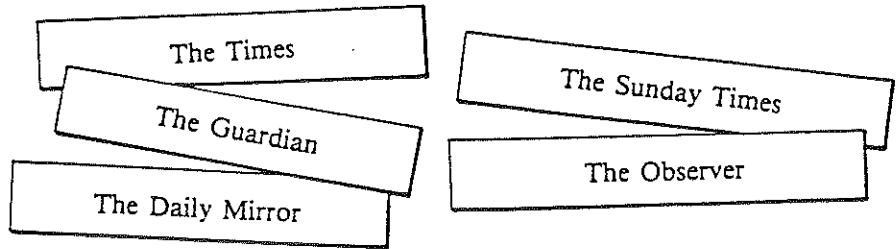


SOME ENGLISH NEWSPAPERS

England
and the
English
People

Daily Newspapers

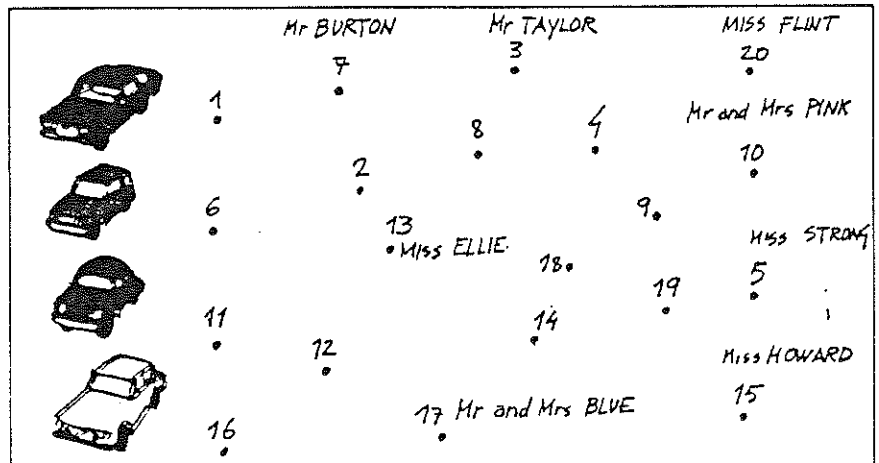
Sunday Newspapers



A. WHO DID THE CARS BELONG TO? WHO DO THEY BELONG TO NOW?

Look at the puzzle below. Join the numbers and find out.
Then ask and answer, like this:

P₁—Who did the black Mercedes belong to?
P₂—It belonged to Mr Taylor.
P₁—Who does it belong to now?
P₂—It belongs to Miss Strong.



B. A MEMORY GAME

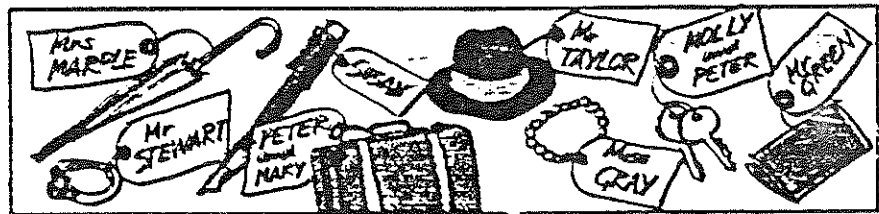
Look at these pictures for 2 minutes. Then close your book. Your partner's going to test your memory, asking you questions like this:

P₁—Does the hat belong to Mr Taylor?

P₂—Yes, it does. It belongs to him.

P₁—Does the hat belong to Mr Stewart?

P₂—No, it doesn't. It belongs to Mr Taylor.



- A. Can you help Detective Smart with this complicated case?
Read the text below carefully and try to find out who the ring belongs to.

Who does the ring belong to?

Michael Bighand's report.

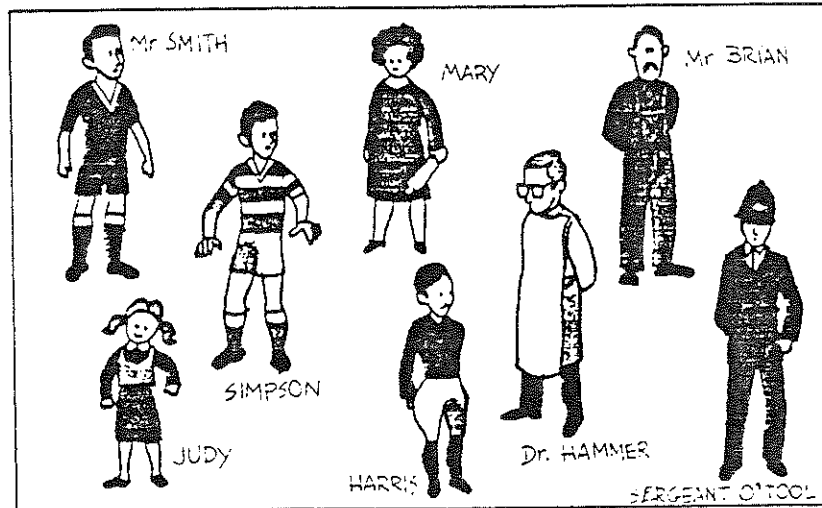
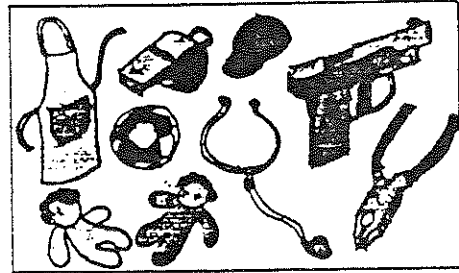
I just don't know why I'm here. The Police arrested me because they said I had a valuable ring which didn't belong to me. But here's the story of that ring:
My grandfather had three sons. One of them died when he was twenty. The other two got married to two sisters on the same day. I was the first son of one of the couples and three weeks afterwards my parents received some good news: they had a niece. One day I fell in love with _____ my cousin. We got married two years ago. She received that ring from her grandfather. I think the ring belongs to me, too, because her grandfather is the father of my father. So I'm his grandson, too.

ANSWER: It belongs to _____.

B. WHO DO THESE THINGS BELONG TO?

Write sentences, saying who the things belong to.
Look at the example below:

apron
whistle
ball
dolls
gun
pliers
cap
stethoscope



1. *The apron is Mary's. It belongs to her.*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



I ALREADY
KNEW FROM
BOOK 1

- how to ask who things belong to

Whose	is	this car	?
	are	these cars	

Is	it	Mr Miller's car	?
Are	they	John's books the boy's pens	

- how to say who things belong to

The pens are John's	.
The car is Mr Miller's	

NOW I'VE
LEARNED

- how to ask who things belong to (several owners)



Is this Mr and Mrs Miller's car	?
Are these the boys' shoes	
Are these the children's toys	

Who do these objects belong to	?
--------------------------------	---

- how to say who things belong to (several owners)

This is the children's painting	.
These are the women's dresses	
Those are the men's suits	
This is Bill and Rod's code	

Remember

Possessive Adjectives

This is my book.
This is your bike.
This is his car.
This is her skirt.
This is our house.
This is your doll.
This is their bike.

Possessive Pronouns

This book is mine.
This bike is yours.
This car is his.
This skirt is hers.
This house is ours.
This doll is yours.
This bike is theirs.

PAY ATTENTION

1. Check list of irregular verbs on page 201.

to shine
to get
to give
to say
to find

2. PERSONAL PRONOUNS – Object

This book belongs to

me
you
him
her
us
you
them

V. Dependente	Va. Independente		
6	8		
17	15	Regression Output:	
3	2	Constant	-0.19561
0	0	Std Err of Y Est	2.006844
		R Squared	95.1%
turna B	turna A	No. of Observations	4
		Degrees of Freedom	2
		X Coefficient(s)	1.071298
		Std Err of Coef.	0.171613

V. Dependente	Va. Independente		
6	16		
17	7	Regression Output:	
3	0	Constant	4.319826
0	0	Std Err of Y Est	8.371528
		R Squared	15.1%
turna B	turna D	No. of Observations	4
		Degrees of Freedom	2
		X Coefficient(s)	0.379161
		Std Err of Coef.	0.636916

V. Dependente	Va. Independente		
6	12		
17	6	Regression Output:	
3	2	Constant	3.462687
0	2	Std Err of Y Est	8.591975
		R Squared	12.4%
turna B	turna E	No. of Observations	4
		Degrees of Freedom	2
		X Coefficient(s)	0.552239
		Std Err of Coef.	1.038682

V. Dependente	Va. Independente		
9	8		
13	15	Regression Output:	
3	2	Constant	1.985375
2	0	Std Err of Y Est	0.798765
		R Squared	98.4%
turna C	turna A	No. of Observations	4
		Degrees of Freedom	2
		X Coefficient(s)	0.76234
		Std Err of Coef.	0.088305

V. Dependente	Va. Independente		
9	16		
13	7	Regression Output:	
3	0	Constant	4.095314
2	0	Std Err of Y Est	4.686866
		R Squared	45.6%
turna C	turna d	No. of Observations	4
		Degrees of Freedom	2
		X Coefficient(s)	0.46165
		Std Err of Coef.	0.336594

V. Dependente	Va. Independente		
9	12		
13	6	Regression Output:	
3	2	Constant	2.850746
2	2	Std Err of Y Est	4.851527
		R Squared	41.7%
turna C	turna E	No. of Observations	4
		Degrees of Freedom	2
		X Coefficient(s)	0.708955
		Std Err of Coef.	0.592708

Classificação Nacional das Profissões (C.N.P.).

A C.N.P. compreende um índice alfabético de todas as designações profissionais e um índice sistemático de todas as profissões por ordem dos respectivos números de código.

As profissões são agrupadas em grupo-base, estes em subgrupos e estes, por sua vez, em grandes grupos.

Existem sete *Grandes Grupos* incluindo cada um deles profissões de algum modo ligadas pela formação exigida ou pelo tipo de actividade:

- 0/1 Pessoal de Profissões Científicas, Técnicas, Artísticas e de Profissões Similares.
- 2 Directores e Quadros Superiores Administrativos.
- 3 Pessoal Administrativo e Trabalhadores Similares.
- 4 Pessoal do Comércio e Vendedores.
- 5 Pessoal dos Serviços de Protecção e Segurança, dos Serviços Pessoais e Domésticos e Trabalhadores Similares.
- 6 Agricultores, Criadores de Animais, Trabalhadores Agrícolas e Florestais, Pescadores e Caçadores.
- 7/8/9 Trabalhadores das Indústrias Extractiva e Transformadora e Condutores de Máquinas Fixas e de Transporte.

O número de *subgrupo* em que um grande grupo se divide está dependente da diversidade de características das profissões que o compõem. O texto introdutório de um subgrupo compreende a descrição síntese das profissões, seguindo-se-lhe os títulos dos grupos-base que o integram.

Cada *Grupo-base* compreende profissões que são aparentadas pelo facto das tarefas que implicam apresentarem características comuns. O grupo-base reveste-se assim de uma certa homogeneidade e as profissões que o constituem estão ligadas mais estreitamente entre elas que com as profissões classificadas noutros grupos-base. Para além da semelhança das tarefas foram utilizados, para o agrupamento das profissões num mesmo grupo-base, outros critérios, nomeadamente idênticas áreas de conhecimento, graus de formação equivalentes, semelhança das máquinas manobradas ou do tipo de artigo fabricado. No entanto existem grupos-base que englobam profissões com características diferenciadas não apresentando a homogeneidade referida, por se tratar de grupos-base residuais. No texto introdutório dos grupos-base descrevem-se abreviadamente as funções abrangidas e enumeram-se as tarefas das diversas profissões que os integram.

As profissões arrumam-se, dentro de cada grupo-base, segundo o circuito de produção: se o grupo-base, abrange profissões de mais de um circuito de produção aparecem primeiro todas as de um circuito e depois as do outro. Tratando-se de grupos-base em que as profissões não correspondem a um circuito de produção, como no caso das administrativas, técnicas e outras, aparecem em primeiro lugar as profissões mais significativas e em seguida as restantes tendo em conta o seu grau de afinidade.

Uma profissão é assim definida por um conjunto de tarefas que concorrem para a mesma finalidade e que pressupõem conhecimentos semelhantes.

Considera-se que têm a mesma profissão os trabalhadores cujas principais tarefas são idênticas, embora no exercício efectivo da mesma, por razões de organização do trabalho e tipo de actividade a que a empresa se dedica, possa haver diferenças em tarefas não essenciais e mesmo, dentro de certos limites, na sua forma de execução.

Uma profissão por vezes engloba vários postos de trabalho, cujos titulares realizam uma ou outra das diversas combinações possíveis das tarefas descritas. Na presente edição, contudo, ainda aparecem alguns postos de trabalho com números de código e designações profissionais como se de profissões se tratasse.

Em princípio, as profissões "em geral" são construídas teoricamente a partir da reunião de uma gama variada de tarefas que, na prática, correspondem a vários postos de trabalho ou profissões, embora possam corresponder a situações concretas quando não existe uma acentuada divisão do trabalho.

CONTEÚDO E CARACTERÍSTICAS DOS GRANDES GRUPOS

A estrutura da versão actual apresenta, em relação à anterior, modificações a nível de grande grupo, de que apontamos como mais significativas:

O grande grupo 0 converteu-se no grande grupo 0/1 - Pessoal de profissões científicas, técnicas, artísticas e de profissões similares.

Os grupos 1,2 e 3 foram convertidos nos grandes grupos 2,3 e 4 respectivamente.

O grande grupo 4 converteu-se no grande grupo 6 - Agricultores, criadores de animais, trabalhadores agrícolas e florestais, pescadores e caçadores.

O grande grupo 5 foi incorporado no grande grupo 7/8/9 - Trabalhadores das indústrias extractivas e transformadora e condutores de máquinas fixas e de transporte.

O grande grupo 6 foi dividido, sendo parte englobada no grande grupo 3 - Pessoal administrativo e trabalhadores similares, e outra incorporada no novo grande grupo 7/8/9.

O grande grupo 9 converteu-se no grande grupo 5 - Pessoal dos serviços de protecção e segurança, dos serviços pessoais e domésticos e trabalhadores similares.

GRANDE GRUPO 0/1 - Pessoal de profissões científicas, técnicas, artísticas e de profissões similares.

Este grande grupo engloba a maior parte dos trabalhadores que receberam um ensino ou uma formação profissional de nível superior e que desempenham funções de natureza intelectual nos domínios da ciência, da técnica, ensino e outros. Compreende igualmente técnicos que trabalham geralmente sob a orientação de especialistas de profissões científicas e técnicas e se ocupam de tarefas semelhantes às que competem àqueles especialistas. Por outro lado, este grande grupo enquadra profissões, tais como artistas e escritores, cujas tarefas exigem talento individual e em numerosos casos espírito criativo.

Para o exercício de grande parte das profissões deste grande grupo, como médico, enfermeiro, advogado ou engenheiro, é exigido um título académico. De qualquer modo, o trabalhador não será classificado pelo título académico que possuir mas sim pelas tarefas efectivamente executadas. Assim, um licenciado em economia ou direito que desempenhe as funções correspondentes a um director de serviços de pessoal, chefe de redacção dum jornal ou professor, deverá ser classificado pelas funções efectivamente desempenhadas.

O grupo-base 1-41 - Ministros do culto e membros de ordens religiosas compreende unicamente pessoas que desempenham funções sacerdotais ou tarefas estreitamente ligadas ao exercício do culto. As pessoas que pertencem a ordens religiosas e cuja ocupação essencial consiste em ensinar, tratar de doentes, etc., são classificados pelas tarefas efectivamente desempenhadas.

Este grande grupo passou a incluir os antigos grupos-base 9-61 - Profissionais dos desportos e similares e 9-71 - Fotógrafos e trabalhadores similares.

GRANDE GRUPO 2 - Directores e quadros superiores administrativos.

As funções dos trabalhadores incluídos no grande grupo 2 consistem essencialmente na definição e aplicação de uma determinada política, quer a nível governamental, quer a nível de empresas ou outros organismos públicos e privados, e em dirigir a actividade dos respectivos departamentos ou serviços.

No entanto, alguns directores não foram classificados

neste grande grupo. Os directores das explorações agrícolas estão classificados no subgrupo 6-0 - Directores e chefes de explorações agrícolas; os directores de comércio estão classificados no subgrupo 4-0 - Directores e gerentes do comércio, por grosso e a retalho; os directores de hotéis e restaurantes estão classificados no subgrupo 5-0 - Directores e gerentes de hotéis, cafés e restaurantes.

GRANDE GRUPO 3 - Pessoal administrativo e trabalhadores similares.

O grande grupo 3 compreende profissões de natureza administrativa e cujos titulares são designados normalmente como empregados de escritório. Engloba também os trabalhadores que efectuam transacções financeiras e operações de seguros, os chefes de secção de serviços administrativos e os agentes administrativos da administração pública, embora em relação a estes não tenha sido possível fazer um levantamento completo que tivesse permitido uma melhor identificação desta figura.

Este grande grupo passou a incluir algumas profissões do antigo grande grupo 6 e que foram agrupadas nos seguintes subgrupos: 3-5 Chefes de serviços de transportes e comunicações; 3-6 Condutores de comboio, cobradores, revisores de bilhetes e trabalhadores similares - transportes; 3-7 Carteiros, estafetas e trabalhadores similares; 3-8 Telefonistas, telegrafistas, operadores de rádio e trabalhadores similares - excepto radiodifusão e radiotelevisão.

GRANDE GRUPO 4 - Pessoal do comércio e vendedores

O grande grupo 4 compreende profissões do comércio por grosso e a retalho e ainda profissões ligadas à compra e venda de bens imobiliários e de serviços.

Este grande grupo foi alargado pela inclusão do subgrupo 4-0 Directores e gerentes do comércio, por grosso e a retalho, e do subgrupo 4-1 Proprietários-gerentes do comércio (comerciantes), por grosso e a retalho.

Note-se que os vendedores, angariadores de seguros, agentes imobiliários, agentes de venda de serviços, vendedores em leilões, vendedores ambulantes, avaliadores, etc., trabalhando por conta própria, são classificados segundo a natureza do trabalho que efectuam e não no subgrupo referente aos proprietários-gerentes do comércio por grosso e a retalho.

GRANDE GRUPO 5 - Pessoal dos serviços de protecção e segurança, dos serviços pessoais e domésticos e trabalhadores similares.

Este grande grupo compreende as profissões relacionadas com a prestação, em unidades hoteleiras ou outras, de serviços pessoais e domésticos, serviços de limpeza, protecção e segurança.

Os directores de hotéis, cafés e restaurantes estão agora incluídos neste grande grupo.

Os proprietários-gerentes e gerentes que dirigem lavandarias, tinturarias, cabeleireiros e agências funerárias, são classificados no mesmo subgrupo que os trabalhadores que aí exer

cem a sua actividade.

GRANDE GRUPO 6 - Agricultores, criadores de animais, trabalhadores agrícolas e florestais, pescadores e caçadores.

Este grupo compreende as profissões específicas das explorações agro-pecuárias e florestais e ainda caçadores e pescadores.

A distinção entre as profissões ligadas ao cultivo da terra reside mais no tipo de produtos cultivados do que na natureza das tarefas executadas.

Os directores das explorações agrícolas passam a estar incluídos neste grande grupo.

GRANDE GRUPO 7/8/9 - Trabalhadores da produção das indústrias extractiva e transformadora e condutores de máquinas fixas e de transportes.

Este grande grupo compreende as profissões existentes nas indústrias extractiva e transformadora, construção civil, naval e outras; engloba ainda os operadores de estações de rádio e televisão e as profissões relacionadas com a condução de máquinas e instalações de produção de energia e com a condução de máquinas de transporte, elevação e terrapagem; compreende igualmente os carregadores e descarregadores e os trabalhadores que conduzem e manobram veículos de transporte de passageiros e de carga.

Na actual versão foi introduzido o subgrupo 7-0 Encarregados e trabalhadores similares, englobando os trabalha-

dores que têm por função organizar, controlar e dirigir as actividades de um grupo de trabalhadores da produção. Este subgrupo engloba entre outros o "encarregado geral" e o encarregado, em geral". O "encarregado geral" controla as actividades de diversas secções de uma empresa e coordena as funções dos respectivos encarregados. A profissão "encarregado, em geral" reúne, de uma forma global, as tarefas que em cada sector de actividade competem ao encarregado.

Embora a C.N.P. só considere nesta categorização a população activa, abstendo-se de incluir toda aquela franja populacional que se dedica aos trabalhos domésticos 'por conta própria', nós achamos conveniente mencioná-los nos gráficos das profissões das mães, não como uma profissão "de facto", mas como um ramo de actividades a que se dedicam ainda grande parte das mães do nosso país. Se não as incluíssemos o trabalho ficaria defraudado não correspondendo assim à realidade social que lhe importa também captar.